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ABSTRACT

One of 11 guides intended for use at the junior high school level of career exploration, the document identifies job families within the marketing and distribution occupational cluster, identifies occupations within each family, and gives suggestions for possible classroom experiences, references, and evaluations, as well as supportive materials. The guide is divided into four units: (1) introduction to the functions of marketing and distribution, (2) exploring marketing and distributive activities, (3) exploring a specific occupation in marketing and distribution, and (4) evaluation of self in relation to a marketing and distributive career. Each unit specifies unit purpose and objectives and includes an outline of unit content, teaching-learning activities, evaluation techniques, and suggested resources. Related instructional materials include reference lists, charts, transparency masters, sample forms, tests, and classroom activities. The appendix contains addresses of publishers, guidelines for planning a career education resource and reference library, school-related activities, and occupational briefs. (MW)

ED 098422

EXPLORING CAREERS

IN

MARKETING AND DISTRIBUTION:

A GUIDE FOR TEACHERS

Prepared by

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July 1974

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PREFACE

Career education may be described as a program of systematic educational experiences which prepares students for economic independence and personal fulfillment. Such a program should focus on the development of knowledge, general and specific abilities, and the awareness of the values of a work-oriented society; assisting all individuals--at all educational levels and ages--to interact with the economic sector.

Career education includes vocational training, but it is more than this. It aims toward developing the total individual; i.e. an individual able to perform all of his life roles with the skill, knowledge, and understanding necessary for success in all of these roles. It aims at developing the self-motivating and self-fulfilled individual who is a constructive force in the maintenance and improvement of the social body of which he is a part.

To meet the needs of individuals of all educational levels and ages, five phases of career education need to be implemented: awareness, orientation, exploration, preparation, and adult and continuing education.

Career awareness, emphasized early in the career development program, is to lead the individual in developing certain fundamental attitudes toward himself, toward other people, and toward work. Career orientation and exploration--emphasized in the middle school years--provides appropriate educational experiences which enable the individual to become familiar with the economic system and which allow the individual to explore various occupational clusters, to obtain initial work experience, and to integrate work values into his personal value system. The career exploration phase

places equal emphasis on exploration of specific occupational clusters and on the relevancy of academic subject matter to career goals. During the preparation phase, which may begin at grade ten or later, the individual narrows his choices of careers and prepares to enter the labor market or to continue his education. The purposes of adult and continuing education are to assist in the individual's advancement and to aid adults in discovering, analyzing, and preparing for new careers.

Accepting the philosophy underlying career education probably means change for the educator and the educational system; it certainly means additional planning and organizing. Adopting this new concept could mean adding totally new programs, changing present programs, training new personnel, and/or developing new courses of study.

To say that education must change is one thing; implementing that change is something else. This guide, "Exploring Careers in Marketing and Distribution" is one of eleven such guides (including "Orientation to the World of Work," an introduction to all the guides) which can be used as a resource for teachers in implementing the exploration phase of career education in the middle/junior high school.

The following are suggestions for implementing this guide:

(1) It can be used as one of the eleven guides as resource material for a series of mini-courses or activity courses, each dealing with a separate occupational area or cluster.

(2) It can be used as a resource to integrate career exploration activities into the existing curriculum.

In either option, this career exploration cluster guide can provide a valuable resource for student exploration of the Marketing and Distribution cluster.

INTRODUCTION

Purpose of the Guide

The purpose of this guide, "Exploring Careers in Marketing and Distribution," is to provide guidelines for teachers in the middle grades as they lead their students in exploring this occupational cluster. The guide has been designed to increase the students' knowledge of the functions and activities of marketing and distribution and to provide opportunities for student exploration of occupations within the cluster.

Unit Four is designed to encourage student experiences in exploring marketing and distributive occupations and in relating their own aptitudes and attitudes to these occupations. At the close of this exploration, the student should be able to determine whether he is interested in further pursuing study in this occupational cluster.

Suggestions for Using the Guide

It is suggested that you study the guide carefully before attempting to make plans for teaching the study of the cluster. The format is consistent throughout the guide; each unit is developed around one or more student performance objectives and each performance objective includes the following components: (1) suggested content, (2) suggested teaching-learning activities, (3) suggested evaluation, (4) suggested resources and (5) supportive materials, e.g. transparency masters, etc.

Use the guide as a basis for designing lesson plans which fit the needs of your students and the facilities at your disposal. Varied types of suggested teaching-learning activities have been included in the guide:

1. Observation: on-site and audio-visual
2. Role playing
3. Research
4. Group and individual discussion
5. Hands-on activities
6. Use of resource persons
7. Problem solving
8. Group projects
9. Independent projects

Early planning will allow time to order various resource materials suggested. These resources will make the exploration more realistic and relevant to the students. There are many transparency masters which can be used to make either transparencies for the overhead projector or individual handouts for the students.

The study of marketing and distributive occupations can be an enjoyable experience for your students. A well planned, initial interest activity can stimulate student interest in these occupations. Activities which may be used as a dynamic approach to introduce students to marketing and distribution occupations are: (1) community tours of local businesses involving marketing and distributive occupations, (2) resource people from local marketing and distributive occupations to discuss and show slides of the activities and (3) films that illustrate marketing and distributive activities.

Student-centered activities will be the key to the success of the exploration. For example, the students may enjoy planning, organizing and conducting a school-related sales campaign. Or they may create a slide presentation of marketing and distributive activities in their own community. Your students will better understand the activities and functions of the cluster if they can relate it to their own community.

Suggested Facilities and Equipment

The following list includes suggested equipment that will be helpful to have in the classroom or available for use as the class explores the occupations of marketing and distribution.

Audio-Visual Equipment

16mm film projector
tape recorder
film strip projector
t.v. camera and tape recorder (tape)
audio tape recorder (tape)
overhead projector
35mm slide projector
screen
transparency film
camera (film)

It is also suggested that you read each unit to determine what plans need to be made for additional student materials. For example, if you use the mini-unit concerning show card lettering you will need India ink, show-card stock, tempera paint, pen points, etc.

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UNIT ONE

INTRODUCTION TO THE FUNCTIONS OF MARKETING AND DISTRIBUTION

UNIT PURPOSE: To provide students with background knowledge of the functions of marketing and distribution

PERFORMANCE OBJECTIVES: The student will be able to

I. Identify which marketing and distributive functions take place in the local community and which do not.

I. The student will be able to determine which marketing and distributive functions take place in their community and which do not.

A. Suggested Content

1. Functions of marketing and distribution

a. Buying: involves purchasing the right quantity and quality of products at the right time to meet present and future consumer needs

b. Collecting information (market research): involves assembling, interpreting and using information concerning sources of merchandise supply and the conditions of consumer markets

c. Financing: involves supplying the monies needed for businesses to conduct marketing and distributive activities

d. Risk-bearing: involves the investment of monies in marketing and distributive activities

e. Selling: involves assisting and persuading prospective buyers to buy products and/or services

f. Standardizing and grading: involves sorting merchandise into classes or grades so that it can be correctly described and cataloged

g. Storing (warehousing): involves holding products in reserve so that they will be available when needed

h. Transporting: involves shipping products from producers to distributors or consumers by:

(1) Air
(2) Rail
(3) Road
(4) Water

i. Sales Promoting: involves activities to assist in selling of products and services

(1) Advertising
(2) Visual Merchandising

B. Suggested Teaching-Learning Activities

1. Using "Functions of Marketing and Distribution" on pp. 10-17 discuss with your students the functions of marketing and distribution. Relate these functions to local businesses to which students can relate. Have students draw an outline map of the county and using both their knowledge and the yellow pages of the

telephone directory, place on their maps the locations of businesses that perform the functions of marketing and distribution. Should there not be local businesses that perform any of the functions, have your students note this. See "Locating Marketing and Distributive Businesses," p. 18 for example of map.

2. Discuss with students the fact that many single businesses perform varied combinations of these functions.

3. Have local people who are involved in the functions of marketing and distribution discuss with your students the function or functions that are carried out by their respective business.

4. Have your students view one of the following films, and after viewing it have them discuss the marketing and distributive functions that were illustrated.

   a. "Eggs To Market"
   b. "Where Do The Walnuts Go?"

5. Have your students plan and draw posters that illustrate the functions of marketing and distributive businesses. Display these posters in the classroom.

6. Discuss with your students how the functions of marketing and distributive businesses will become meaningful as they proceed to discover how people with many occupations perform varied activities to cause these functions to happen.

7. Have students take a verbal walk through their community, identifying the businesses that perform marketing and distributive functions as they proceed on their "journey." A large map of the community or county will be helpful.

C. Suggested Evaluation

Design an evaluation instrument that will permit students to identify businesses in the local community that perform the functions of marketing and distribution. Should there not be local businesses that perform one or more of the functions, space should be given for students to note this fact. A map of the community that illustrates the business area would be helpful.

D. Suggested Resources

1. Books

   a. Fundamentals of Selling, pp. 15-20
   b. General Business For Everyday Living, pp. 2-10, 24-33

c. General Business For Economic Understanding, pp. 45-47
d. Retailing Principles and Practices, pp. 3-7
e. Marketing and Distribution, pp. 4-10
f. Marketing Projects and Activities, pp.1

2. Films

a. "Eggs To Market"
b. "Where Do The Walnuts Go?"

3. Resource Persons

a. People from local marketing and distributive businesses to discuss the function or functions of their specific business

(1) Retailers
(2) Wholesalers
(3) Transporters
(4) Financers
(5) Market Researchers
(6) Warehousers
(7) Sales Promoters
(8) Advertisers

4. Transparency Masters

a. "Functions of Marketing and Distribution," pp. 10-17
b. "Locating Marketing and Distributive Businesses," p. 18

SUPPORTIVE MATERIALS

FOR

UNIT ONE

7/8

REFERENCE LIST FOR

UNIT ONE

Books

1. Fundamentals of Selling by John W. Wingate and Carroll A. Nolan, South-Western Publishing Company

2. General Business For Economic Understanding by S. Joseph DeBrum, Peter G. Haines, Dean R. Malsbary, and Ernest H. Crabbe, South-Western Publishing Company

3. General Business For Everyday Living by Ray G. Price, Vernon A. Musselman and J. Curtis Hall, Gregg Division/McGraw-Hill Book Company

4. Retailing Principles and Practices by G. Henry Richert, Warren G. Meyer, Peter G. Haines, Gregg Division/McGraw-Hill Book Company

5. Marketing and Distribution by Ralph E. Mason and Patricia M. Rath, Gregg Division/McGraw-Hill Book Company

6. Marketing Projects and Activities by G. Henry Richert, J. K. Stoner and Kay B. Brown, Gregg Division/McGraw-Hill Book Company

Films

1. "Eggs To Market," BFA

2. "Where Do The Walnuts Go?" Diamond Walnut Corporation, Order from Modern Talking Picture Service Incorporated.

3. Business Education Films, Division of Camden Enterprises Inc., 5113 16th Avenue Brooklyn, New York 11204 (Write for catalogue of films)

*Addresses of publishers and distributors can be found in the Appendix

"FUNCTIONS OF MARKETING
AND DISTRIBUTION"

SELLING

PGILMORE C.D.C. VK 1223-9 D.E.

"FUNCTIONS OF MARKETING
AND DISTRIBUTION"
(Cont'd)

BUYING

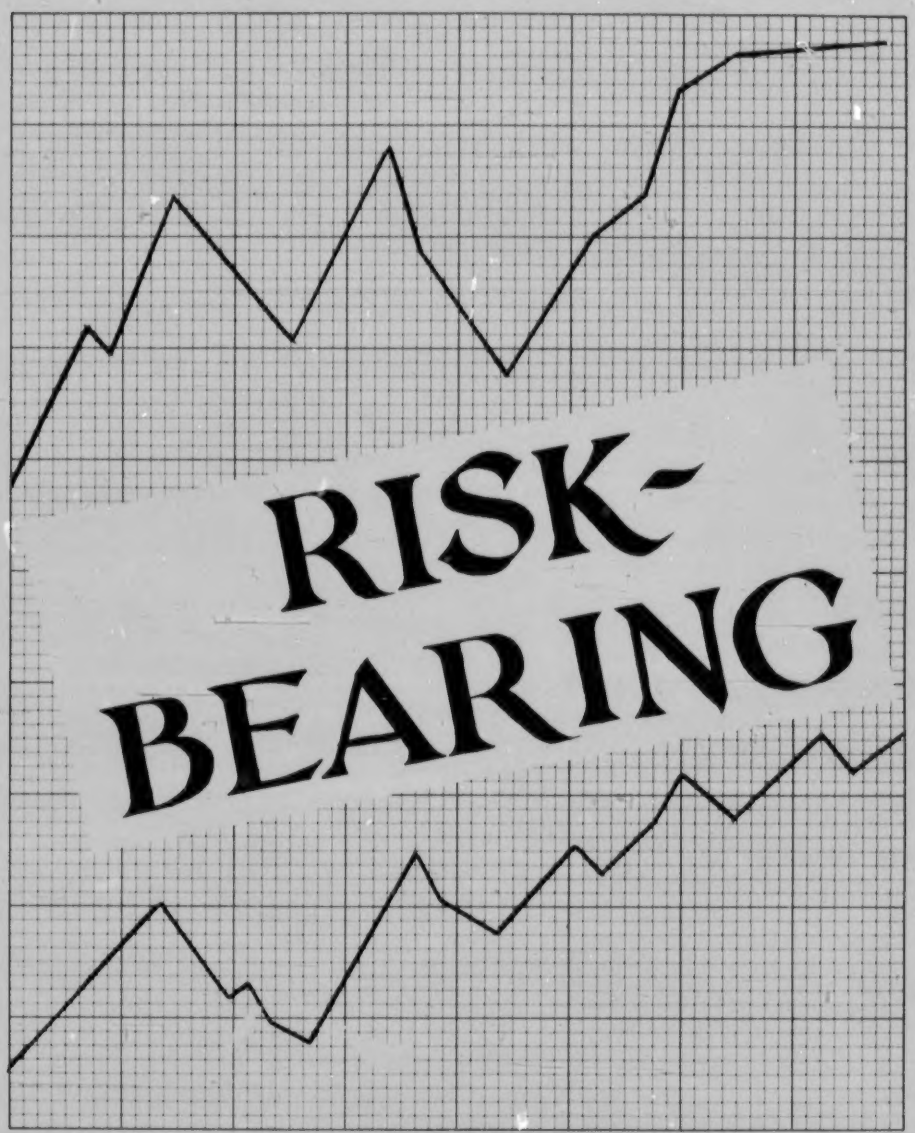
RGILMORE CDC UK 1223-10 DE

"FUNCTIONS OF MARKETING
AND DISTRIBUTION"
(Cont'd)

FINANCING

R GILMORE CDC UK 1223-N DE

"FUNCTIONS OF MARKETING
AND DISTRIBUTION"
(Cont'd)



R.GILMORE. COC UK 1223-13 DE

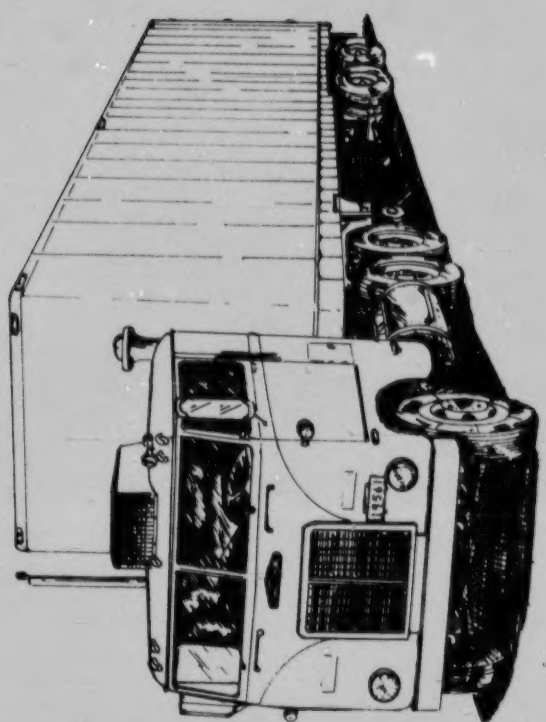
"FUNCTIONS OF MARKETING AND DISTRIBUTION"

(Cont'd)

GRADING and STANDARDIZING

R.GILMORE CDC UK /323-13 DE

"FUNCTIONS OF MARKETING
AND DISTRIBUTION"
(Cont'd)



TRANSPORTATION

R. GILMORE COC UK 1223-44 DE

"FUNCTIONS OF MARKETING
AND DISTRIBUTION"
(Cont'd)

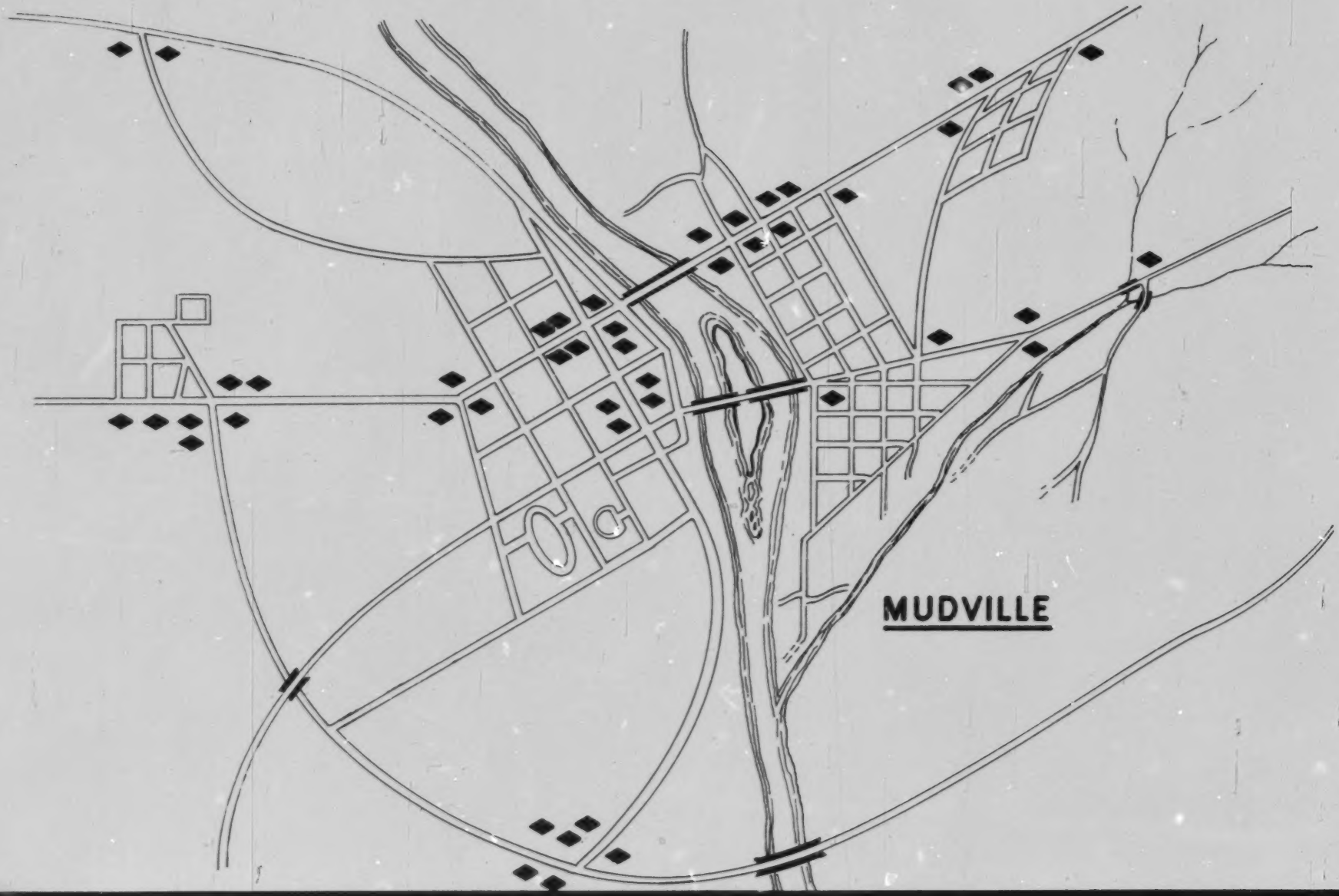
STORING

"FUNCTIONS OF MARKETING
AND DISTRIBUTION"
(Cont'd)

SALES PROMOTION

A. GILMORE C.O.C. WK 1223-17 RE.

LOCATING MARKETING & DISTRIBUTIVE BUSINESSES



UNIT TWO

EXPLORING THE ACTIVITIES OF

MARKETING AND

DISTRIBUTIVE OCCUPATIONS

UNIT PURPOSE: To provide students with background knowledge of marketing and distributive activities by exploring a selected grouping of these activities

PERFORMANCE OBJECTIVES: The student will be able to

I. Select a product and present a description of how it moves from the manufacturer through the activities of marketing and distribution to the final user.

II. Write sales tickets.

III. Conduct the basic cash register operation of ringing up sales and making change.

IV. Letter show cards using the Gothic style of lettering.

V. Build a table-top display.

VI. Plan, design and construct an advertising layout.

VII. Make a simulated sales presentation.

I. The student will be able to select a product and present a description of how it moves from the manufacturer through the activities of marketing and distribution to the final user.

A. Suggested Content

1. Activities of the producer

a. Planning (market research) and beginning activities to produce or manufacture a product

b. Employing people to perform manufacturing and/or production activities

c. Assuming financial risk (risk-bearing)

d. Buying raw materials for producing or manufacturing products from other manufacturers or producers

e. Producing or manufacturering a product

f. Calculating a price for the product which includes

(1) Cost of production
(2) A profit

g. Packaging the product (grading and standardizing)

h. Advertising the product to prospective buyers (sales promotion)

(1) Distributors
(2) Consumers

i. Selling the product

(1) Wholesalers
(2) Retailers
(3) Consumers

j. Storing (warehousing) the product until sold or delivered

k. Keeping a surplus for future sales (storing)

l. Arranging for transporting the product to wholesaler, retailer, or consumer

2. Marketing and distributive activities of distributors

a. Maintaining facilities for selling, receiving, storing, and shipping products (warehousing)

b. Assuming financial risk (risk-bearing)

c. Buying products from producers and/or manufacturers

d. Employing people to perform marketing and distributive activities

e. Calculating a price for product which includes:

(1) cost of marketing and distributing the product
(2) a profit

f. Advertising the product to prospective customers (sales promotion)

g. Selling the product to consumers

h. Breaking the products down into sizes, styles, and numbers as requested by consumers

i. Storing the product until sold

j. Maintaining a surplus of product for future consumer needs

k. Arranging to have products transported (transporting) to buyers (consumers)

l. Assisting buyers in arranging financing for purchases

B. Suggested Teaching-Learning Activities

1. Using transparencies "Marketing and Distributive Activities" pp. 71-72, discuss with your students the various marketing and distributive activities that products go through as they move from the producers or manufacturers to the consumers. Using the student handouts, "Direct and Indirect Channels of Distribution," pp. 73-75 as examples, have students select a product of their choice and describe the marketing and distributive activities that it goes through to reach the consumers. Students can research this information by using the following methods:

a. interviewing merchants
b. writing manufacturers of the product asking for specific information concerning how the product is distributed

2. Arrange for students to go on parent conducted tours of their community to observe the marketing and distributive activities. Discuss with your students how to use observation as a learning activity. Plan and discuss with students how they will be reporting their observation. Together design an observation instrument. The following are suggested methods that you can use for having students report their findings.

a. Panel discussions
b. Individual oral reports

c. Individual written reports
d. Class discussion

3. Arrange to have resource people from marketing and distributive businesses in the community discuss with your students the activities that they perform in moving products from manufacturers to the consumers.

   a. Distributors
   b. Wholesalers
   c. Retailers
   d. Transporters
   e. Promoters
   f. Advertising
   g. Visual Merchandising

4. Have the students view the following films which illustrate marketing and distributive activities that specific products move through on their way to the consumer.

   a. "Eggs To Market"
   b. "Where Do The Walnuts Go?"

5. Have students plan and draw a classroom mural that illustrates the marketing and distributive activities that occur as products are moved from manufacturers to consumers.

6. Showing transparencies "Activities of Marketing and Distribution" pp. 76-79 discuss with your students how marketing and distributive activities function to bring products from manufacturers (producers) to consumers. Have students, using either the same set of transparencies of their own drawings, give oral presentation that describe how specific products are moved from manufacturers to consumers.

7. Using transparencies "Bicycles from Raw Materials to You," pp. 80-88 give examples of different ways to move products from manufacturers to consumers. Have students select a product and trace its movement through the activities of marketing and distribution; have them research resources from manufacturers, ask sellers of the product, and/or collect specific information from resources. Have students report their findings to the class in the following ways:

   a. Story narrative
   b. Oral report of findings
   c. Written report
   d. Small group discussion session

   It would be effective if students could illustrate their findings. For example see "From Raw Materials to You," p. 89.

8. Refer to "Direct and Indirect Channels of Distribution," pp. 73-75, for examples of how specific products can move through the

activities of marketing and distribution to the final user. These can be duplicated and used as student handouts.

C. Suggested Evaluation

Have each student select a product in which they are interested and describe in writing, or in an oral presentation (using illustrations if desired), how it moves through marketing and distributive activities on its way from the manufacturer (producer) to the consumer. You may wish to have the students select one product that moves through direct channels of distribution and one product that moves through indirect channels.

D. Suggested Resources

1. Books

   a. Fundamentals of Selling, pp. 15-20

   b. General Business For Economic Understanding, pp. 85-90

   c. General Business for Everyday Living, pp. 24-32

2. Films

   a. "Eggs To Market"

   b. "Where Do the Walnuts Go?"

3. Resource Persons

   a. Local marketing and distributive business persons to discuss how their specific product or products move through the activities of marketing and distribution.

4. Student Handouts

   a. "Direct and Indirect Channels of Distribution," pp. 73-75

5. Transparency Masters

   a. "Marketing and Distributive Activities," pp. 71-72

   b. "Activities of Marketing and Distribution," pp. 76-79

   c. "From Raw Materials To You," p. 80

II. The student will be able to write sales tickets.

A. Suggested Content

1. Businesses and workers that use sales tickets

a. Retail department stores

(1) Retail sales clerks
(2) Credit department clerks
(3) Purchasing department personnel
(4) Store managers
(5) Auditors
(6) Others

b. Wholesalers

(1) Order clerks
(2) Salesmen
(3) Purchasing department clerks
(4) Others

c. Specialty stores

(1) Sales clerks
(2) Credit department clerks
(3) Purchasing department personnel
(4) Store managers
(5) Others

d. Direct-to-the-home salesman

(1) Salesmen
(2) Shipping and receiving personnel
(3) Order clerks
(4) Billing and/or credit department persons
(5) Others

e. Manufacturers

(1) Salesmen
(2) Shipping and receiving personnel
(3) Order department personnel
(4) Billing and/or credit department personnel
(5) Others

2. The uses of sales tickets

a. Recording sales
b. Maintaining inventory of merchandise
c. Recording instructions for delivering orders
d. Recording a record of purchase if merchandise is returnable

e. Recording charges made to businesses or customer accounts
f. Recording special handling instructions
g. Recording any special instructions such as

(1) Delivery dates
(2) Others

h. Records of sales transactions that take place between sellers and buyers

3. The kinds of sales tickets

a. Take

(1) Paid-take sales ticket

(a) May be a cash register tape receipt
(b) Used when cash is paid by customer and merchandise is taken

(2) Charge-take sales ticket

(a) A record of purchase made by customer who desires to charge it to their account for payment at a future date.
(b) Customer receives a copy of the charge-take sales ticket
(c) Serves as proof of purchase
(d) May serve as a refund ticket

b. Send

(1) Charge-send sales ticket

(a) A record of purchase made by customer who desires to have merchandise charged to their account and delivered
(b) Customer is presented copy of charge-send sales ticket
(c) Sales clerk keeps original copy
(d) Serves as proof of purchase
(e) May serve as a refund ticket

(2) Phone order--send sales ticket

(a) A sales ticket used by some stores to record sales made by telephone
(b) Serves as proof of purchase
(c) May serve as a refund ticket

c. Collect-on-delivery sales ticket

(1) A sales ticket used by stores to record purchases of merchandise that will be paid upon delivery to customer

(2) Serves as proof of purchase
(3) May serve as a refund ticket

d. Lay-away sales ticket

(1) A sales ticket used by stores to record sales made to customers who wish to have store hold merchandise until full payment is made
(2) Serves as proof of purchase
(3) May serve as a refund ticket

e. Others

4. Basic differences in sales tickets

a. Names given to the kinds of sales tickets may differ from store to store.
b. Design of sales tickets differ from store to store

5. Writing sales tickets

a. Suggestions

(1) Fill in all information required by store
(2) Write sales tickets with ball-point pen
(3) Write or print information legibly and clearly
(4) Select the proper kind of sales ticket needed for the transaction taking place
(5) To avoid leaving out information, follow the order of information that appears on the sales ticket.

b. Information asked for on sales tickets

(1) Store identification number, if it is one of a chain of stores
(2) Customer's order number
(3) Date of sale
(4) Department number
(5) Sales clerk's identification
(6) Charge or cash sale
(7) Customer's account number
(8) Address of person who will receive merchandise

(a) Name
(b) Street
(c) City
(d) State
(e) Zip Code

(9) Specific delivery instructions
(10) Credit authorization number
(11) Register number

(12) Itemized description of merchandise and cost (may be coded)
(13) Gift notice
(14) Special handling instructions
(15) Customer's signature
(16) Total cost of purchase
(17) Tax

6. Distribution of copies of sales tickets

(a) Original to the customer
(b) Carbon copies kept by store

(1) Audit copy
(2) Accounting copy
(3) Delivery ticket or mailing copy

B. Suggested Teaching-Learning Activities

1. Discuss with your students the occupations of people who use sales tickets writing skills.

2. Have students collect examples of sales tickets used by stores in the community and write a listing of the information that is essential to a complete sales slip.

3. Discuss with students the basic differences of sales tickets.

4. Have students write from ads appearing in local newspapers examples of sales that could be recorded on sales tickets. Using this information compiled by students refer to "Sample Sales Tickets," pp. 90-93, and demonstrate how to complete a sales ticket. Have students write sales tickets using, as basic sales information, data from local newspaper. Have students perform mathematical activities.

5. Have a local store employee discuss with your students the importance of the sales ticket as it relates to the over-all functions of a retail store. Have them demonstrate how to complete a sales ticket. Refer to "Sales Ticket Flow Chart," p. 94 and discuss with students.

6. Have students compile mathematical and descriptive data needed for completing a sales transaction from local newspapers. Demonstrate for students how to fill out one each of the different kinds of sales tickets found on pp. 90-93, (suitable for transparency master and student handouts). Have students, using their compiled information, fill out one each of the kinds of sales tickets: Take, Send, C.O.D., Lay-a-way.

7. Discuss with students the importance of the sales ticket as a record of business transactions.

8. Use teletrainer and have students practice placing and receiving orders by telephone. Students should practice giving customer total of sale using proper telephone procedures. Have student complete sales tickets for telephone sales transaction.

9. Arrange to have students work in school book store and arrange to have sales tickets there for students to use in transacting sales of merchandise.

C. Suggested Evaluation

Have students, using local newspaper as an aid write sales tickets from ads that appear in the paper. Work copies can be made from samples in this unit. Have students calculate all mathematical computations and include information needed on sales tickets.

D. Suggested Resources

1. Resource Person

   a. Local sales clerk

2. Transparency Masters

   a. "Sample Sales Tickets," pp. 99-93

   b. "Flow Chart," pp. 94

III. The student will be able to conduct the basic cash register operation of ringing up sales and making change.

A. Suggested Content

1. Examples of career opportunities for cashier-checkers

a. Hotel cashier
b. Desk clerk-cashier
c. Toll collector
d. Automobile-service cashier
e. Department store salesperson
f. Box office cashier
g. Courtesy booth cashier
h. Office cashier
i. Grocery store cashier-checker
j. Others

2. Basic duties and tasks performed by cashier-checkers

a. Receives, pays out and safely keeps cash and other negotiables
b. Counts and receipts change at the beginning of work period
c. Operates a cash register
d. Receives currency and other negotiables from customers for payment of merchandise or services
e. Makes change
f. Bags and wraps merchandise
g. Sells merchandise
h. Accepts and determines that checks are written properly
i. Makes bank deposits
j. Pays for incoming merchandise
k. Handles refunds and customer complaints
l. Stock shelves
m. Assists with inventory
n. Maintains records for merchandise needs
o. Price marks merchandise
p. Checks incoming merchandise for correctness of count and possible damage
q. Assists with and/or builds merchandise displays
r. Many others

3. Importance of cashier-checker to businesses

a. Assists in controlling businesses profits and losses
b. Often the only personal contact customers have with businesses
c. Handles customer complaints
d. Assists in maintaining stock control
e. Others

4. Basic qualifications

   a. Ability to accurately complete basic mathematical problems
   b. Cheerful and pleasing personality
   c. Ability to legibly write figures and words
   d. Presentable personal appearance
   e. Ability to handle money accurately and honestly
   f. Ability to work smoothly with other employees and customers
   g. Others

5. A look at cash register

   a. Cash registers

      (1) Key placement differs
      (2) Department keys differ
      (3) Functions differ
      (4) Others

   b. General catagories of cash registers

      (1) Service station
      (2) Grocery
      (3) Department stores
      (4) Retail drug stores
      (5) Theaters
      (6) Offices
      (7) Restaurants
      (8) Clothing stores
      (9) Motels, hotels
      (10) General line

   c. Keys of the cash register and their functions

      (1) Clerk identification key

         (a) Identifies cashier making transaction

      (2) List or amount key

         (a) Records cost of each item purchased
         (b) Usually activated for each item purchased

      (3) Classification or department key

         (a) Records the department or classification of the purchased merchandise
         (b) Maintains a record of sales by department or classification
         (c) Maintains a record of tax paid
         (d) Symbols often used to designate keys: charge, received-on-account, paid-out, no-sale, cash, department, sub-total, total-of-sale, tax

(4) Read control key

(a) Permits reading of department sales or classification sales, totals, anytime during business hours

(5) Reset control key

(a) Prints and clears department totals
(b) Prints and clears charge sales totals
(c) Prints and clears total sales made by each cashier

(6) Transaction counters

(a) Records total number of transactions made by each cashier
(b) Records the total number of transactions made
(c) Records the total number of transactions made in each department or by classification
(d) Records the total number of tax transactions
(e) Records the total number of charge transactions
(f) Records the total number of received-on-account transactions
(g) Records the number of no-sale transactions

(7) Detailed audit strip

(a) Printed account of each transaction
(b) Transactions printed as they occur
(c) Records amount of each transaction
(d) Printed account of department or classification of each transaction
(e) Printed account of cashier performing transaction
(f) Printed account of register totals

6. Cash register operation

Note: The following sequence of cash register operations may differ depending on the make, model and classification of register. It is suggested that you become familiar with the key positions and operating procedures of the cash register that you have.

a. Activate clerk identification key.
b. Activate department or classification key that identifies the item.
c. Activate motor bar.
d. Repeat these manipulations for each item. (Activation of cashier identification key is only necessary for each full sale.)
e. Upon completion of the recording of each item, activate the sub-total control key.
f. Compute applicable tax.

g. Punch in amount of tax.
h. Activate tax control key.
i. Activate total key.

7. Making change

a. Importance of accurately making change

(1) It reflects an image of personal and business competency to the customer.
(2) Errors can result in business losses.
(3) Delays in serving customers can result.
(4) Errors can result in cashier dismissals.

b. Suggested change-making procedures after completing the cash register operations

(1) Orally state to the customer the total amount of the purchase; e.g. "Your total purchase is $4.50; Sir, the amount of your purchase is $25.40; Madam, that will be $15.94."

(2) Orally state the total amount received from the customer; e.g. "Sir, that will be $4.50 out of $10.00; Madam that will be $15.94 out of $20.00."

(3) Place the money given by the customer on the cash register change plate. (Avoid placing the amount paid by customer into the cash change drawer until all change has been given to the customer and the customer signifies acceptance of the correct amount of change.)

(4) Double-check change making (silent count). Begin count at the total cost of purchase and pick up change to equal the amount given by customer.

Example: Total of purchase = $2.98, amount rendered by customer = $5.00 silently say . . . $2.98, pick up two pennies: = $3.00, pick up two $1 bills = $5.00. Select the largest denominations of coins and bills available when making change.

(5) Oral count: Start oral count at the total cost of purchase. Count up to the total given by the customer.

Example: That's $2.98 out of $5.00, 2.99, 3.00 dollars. "Two pennies is 3.00, $4, $5, is $5.00. Thank You."

(6) Place customer's payment in the cash drawer only after they have acknowledged receiving the correct change.

8. Computing the price of a single unit of a multiple priced item

a. Stores often use multiple pricing.

(1) 4 for 39¢
(2) 5 for 49¢
(3) 3 for $1.00
(4) 4 for 15¢
(5) 10 for 88¢
(6) 6 for 59¢
(7) 8 for 77¢

b. Customers often may purchase only one unit of the multiple priced item.

c. Cashier-checkers must be able to calculate the price of one unit purchased.

d. Procedure for computing the price of a single unit of a multiple priced item:

(1) Examples: 4 for 39¢

(a) Silently divide the multiple units into the selling price asked for the multiple units. 4 : 39 = 9 3/4

(b) Round off the single unit price to the next highest penny = 10¢

(c) Cost to customer is 10¢

(d) Ring 10¢ into cash register.

(2) Example: 6 for 59¢

(a) Silently divide 6 into 59¢ = 9 5/6.

(b) Round off 9 5/6 to 10¢.

(c) Cost to customer is 10¢.

(d) Ring 10¢ into cash register.

e. Practice examples for computing the price of a single unit of a multiple priced item.

(1) 10 for 99¢
(2) 8 for 77¢
(3) 5 for 43¢
(4) 3 for $1.00

9. Accepting checks instead of cash

a. Stores follow varied procedures for authorizing checks.

(1) Cashiers may authorize.
(2) Managers may authorize.
(3) Head cahiers may authorize.
(4) Credit desk personnel may authorize.
(5) Other procedures

b. Properly completed checks

(1) Dateline is filled in with valid date.
(2) Numeral line agrees with written control amount.
(3) Payees signature appears on check in proper location.

c. Customer identification (according to store policy)

(1) a driver's license
(2) Others

d. Handling checks larger than purchase amount (following store policy)

(1) Request identification if required by store policy.
(2) Obtain authorization to cash check if required by store policy.
(3) Cash the check returning (counting orally) the total amount of check to customer.
(4) Ask for total amount of purchase.
(5) Follow change-making procedures if necessary.

B. Suggested Teaching-Learning Activities

1. Discuss with your students the career opportunities for cashier-checkers. Include in your discussion the duties and tasks performed by them, the importance of cashier-checkers to businesses and the basic qualifications that stores look for when employing them. You may wish to invite a cashier-checker from a local business to discuss one or more of the previous topics with your students.

2. Using the transparency master, "Cash Register Keyboard," p. 95, discuss with students the basic keys of the cash register and their functions. Obtain a cash register, if possible, and demonstrate how the keys are used. Discuss the differences that cash registers have. Refer to transparency masters "Suggested Cash Register Operations," pp. 96-97.

3. Demonstrate or have a local cashier-checker demonstrate for students how purchases are rung up on the cash register. Using the practice problems "Typical Cashier-Checker Mathematical Activities," pp. 98-99, have students practice ringing up purchases.

4. After demonstrating for the students how to make change, have them practice making change using "Change Making Practice," p.100 . Design problems for them to use. Discuss the importance of accurately making change. Show and discuss the transparency master "Suggestions for Making Change," p. 101.

5. Discuss with students how to compute the price of a single unit of a multiple priced item. Design examples of multiple priced items and have students practice calculating the price of a single item.

6. Discuss with students the various procedures used by stores for authorizing checks. Using "An Acceptable Check," p. 102, show students how a properly completed check appears. Have students practice filling out checks (use transparency master also as a student handout). Discuss the procedures for asking customers for identification.

7. Discuss with students how to handle checks that are larger than the purchase amount. Have students, using practice problems, practice this with other students acting as customers.

8. Have students plan and construct in the classroom a mock-up store. Include in the store items of merchandise (empty containers) that can be priced marked, table for cash register, cash register, play money, shelves for merchandise, and other items that will assist in creating a store environment. Within this environment have your students role-play the activities of cashier-checkers.

   a. Serving customers (played by other students)
   b. Making change
   c. Operating cash register
   d. Cashing checks
   e. Others

   Your demonstrations of how to perform these activities can effectively be taught in this environment.

C. Suggested Evaluation

Have students complete cash register transactions for a number of sales. Include in the transactions ringing up sales, change making and check cashing. Use change box if cash register is unavailable. See "Cash Drawer," p. 103.

D. Suggested Resources

1. Books

   a. Checker-Cashier

2. Filmstrips

   a. Modern Cashiering Made Easy
   b. Would You Like To Be A Cashier

3. Local Newspaper

   a. Use ads for practice purchase exercises.

4. Resource persons

   a. Cashier-checker

5. Transparency Masters

   a. "Cash Register Keyboard," p. 95.

   b. "Suggested Cash Register Operations," pp. 96-97.

   c. "Suggestion for Making Change," p. 101.

   d. "An Acceptable Check," p. 102.

   e. "Cash Drawer," p. 103.

6. Student Materials

   a. "Typical Cashier-Checker Mathematical Activities," pp. 98-99.
   b. "Change Making Practice," p. 100.

IV. The student will be able to letter show cards using the Gothic style of lettering.

A. Suggested Content

1. Purposes of show cards

a. To inform the customers of

(1) Sizes
(2) Styles
(3) Colors
(4) Trade names carried by stores

b. To answer customers questions concerning

(1) Price
(2) Product features
(3) Location of merchandise

c. To give customers directions

(1) Floors where merchandise or services are located
(2) Departments where merchandise is located

d. To act as silent announcers of special events

(1) Special sales
(2) Shopping hours
(3) Special customer services
(4) Others

e. To serve as uninterrupted advertising

2. Basic styles of lettering

a. Gothic

(1) Letters that are composed of uniform width strokes

A B C D E F G H I J K L M N O P Q

R S T U V W X Y Z

a b c d e f g h i j k l m n o p q

r s t u v w x y z

(2) Numbers that are composed of uniform width strokes

1 2 3 4 5 6 7 8 9 0

b. Roman

(1) Letters that are composed of thick and thin strokes

A B D F G H I J L a b d e g h i j l

(2) Numbers that are composed of thick and thin strokes

1 2 3 4 5 6 7 8 9 0

3. Lettering show cards using the Gothic style

a. Materials

(1) Pen holders

(a) Wood
(b) Metal
(c) Plastic

4. Pen points (selection usually based on use)

a. "B" series, round shaped, generally used for Gothic style lettering

b. "C" series, flat straight edge, generally used for Roman style lettering

c. "D" series, oblong or egg shaped, used for variations of Gothic style and fill-ins

d. Each pen point series has the following series of points: 00, 0, 1, 2, 3, 4, 5, 6.

e. Complete set of each contains eight points.

5. Lettering brushes: suggested characteristics

a. Round
b. Hairs of red sable
c. Soft and springy
d. Sizes
(1) Six
(2) Seven
(3) Eight

6. Lettering ink

a. Carbon-based water proof India ink
b. Transparent ink available in a variety of colors

7. Lettering paint

   a. Tempera water based paints commonly used
   b. All colors available
   c. Color kits available
   d. Other color made by mixing tempera paints

8. Show card stock

   a. Smooth hard surface

      (1) Poster board
      (2) Illustration board
      (3) Bristle board
      (4) Suggested sizes

         (a) show card stock 28" x 44" can be purchased and cut to the following sizes: 5 1/2" x 7"; 7" x 11"; 11" x 24"; 14" x 22"; 22" x 28"

9. Commercially prepared letters

   a. Rub-ons
   b. Paper cut-outs
   c. Pre-cut plastics
   d. Wood cut-outs
   e. Metal cut-outs
   f. Others

10. Lettering stencils

   a. Gothic
   b. Roman
   c. Others

11. Preparing practice paper

   a. Pencil line the paper (hard surface paper such as mimeograph)

      (1) Two horizontal lines two to four inches apart
      (2) A hard lead pencil suggested for drawing guide lines

12. Hand position for lettering

   a. Heal of palm and side of small finger should rest on practice paper or card stock.

   b. Brush or pen should be placed between first two fingers and thumb.

   c. A heavy stroke is produced by extending the brush far out from the first two fingers and thumb.

d. Conversly, if the brush is held close to the supporting fingers, light strokes will be produced.

e. Uniform strokes can be produced if the position of the hand and forearm are similiar for each stroke.

f. The position of the forearm aids in controlling the slant of the stroke.

(1) A vertical stroke is easier to produce when forearm is held in horizontal position.
(2) A horizontal stroke is easier to produce when forearm is held in a vertical position.

13. Dipping and holding the pen

a. Dip pen point shallowly into the ink.
b. Hold pen at an approximately 45° angle to the practice paper or card stock.

14. Practicing the basic lettering strokes with brush and pen

a. Pencil line the practice paper or card stock.
b. Using a size six through 10 brush, dip brush into paint.
c. Using a 6 series 00 pen point (largest point), dip pen shallowly into ink.
d. Practice drawing vertical strokes.
e. Practice until uniformity is achieved.
f. Practice drawing horizontal strokes.
g. Practice until uniformity is achieved.
h. Practice drawing combinations of vertical and horizontal strokes by forming the following letters.

(1) T
(2) H
(3) E
(4) L
(5) I

i. Practice these letters until uniformity is achieved.
j. Practice drawing diagonal strokes.
k. Draw these strokes until uniformity is achieved.
l. Practice drawing circles by drawing two half circles.
m. Practice drawing these until uniformity is achieved.

15. Lettering show cards using the Gothic letters and numerals

a. Select a brush that is compatiable with height of letter.

(1) 6
(2) 8
(3) 10

b. Learners should start with letters and numbers that are two to four inches in height.

c. If pen and ink is used, a "B" series pen is suggested.

d. Pencil line the practice paper or card stock.

e. Use either the water base tempera paint (brush) or India or transparent ink (pen).

f. Pencil line the Gothic letters and numbers with a 2HH or other soft lead pencil.

g. Practice pencil drawing the letters and numerals until each letter and numeral is uniform in height and width.

(1) Upper case
(2) Lower case

A B C D E F G H I J K L M N O P Q R S T

U V W X Y Z

a b c d e f g h i j k l m n o p q r s t

u v w x y z

1 2 3 4 5 6 7 8 9 0

h. After achieving a comfortable feeling and control of forming the Gothic letters and numerals with pencil, practice drawing them with pen and/or brush.

16. Planning the show card

a. Write a list of messages that can be effectively drawn on show cards.

(1) Written messages should be kept to a minimum of wording; too much written copy can make card difficult for customer to read.

(a) TODAY'S SPECIAL
(b) COMING EVENT
(c) STOP
(d) SPECIAL SALE
(e) TWO FOR THE PRICE OF ONE

b. Plan what is to be featured on show card.

(1) Price
(2) Use of product
(3) Announcement of special event
(4) Fashion
(5) New product

c. Decide to whom the show card should appeal.

(1) Women
(2) Men
(3) All customers
(4) Others

d. Write copy (message) to relate to the emphasized feature.

e. Design margin to avoid over-crowded appearance of copy.

f. Have sufficient white space around lettering and numbers to facilitate easy reading.

g. Draw a rough sketch of a planned show card in pencil.

h. Using plans and rough sketch, letter show card on show card stock.

17. Tips on spacing letters

a. Spaces between letters and numbers are usually less than half the space taken up by the letters.

b. Irregularly shaped letters can be put closer together to avoid unslightly gaps.

(1) A
(2) F
(3) K
(4) J
(5) L
(6) P
(7) R
(8) T
(9) V
(10) W
(11) V
(12) Z

c. Let circular or irregularly shaped letters cut into the spaces between them and the adjacent letters to their curved or irregular sides.

d. Shape narrow, normal and wide letters.

(1) Avoid drawing wide letters into narrow spaces. (can create an illusion of a heavy concentration of ink or paint)

e. Narrow letters drawn into wide spaces can create an illusion of lightness.

(1) B, E, F, I, J, L, P, S, T, Y.

18. Some show card lettering tips

    a. Look at letters frequently from different angles to help you in maintaining straight and uniform letters.

    b. Clean brushes and pens thoroughly after use.

        (1) Clean brushes in lukewarm water and mild soap.
        (2) Clean pen points with a soft lint-free cloth.

    c. Store brushes and pens in a small jar with points pointing upward.

        (1) Remove pen points from holders if possibility exists that they maybe bent.
        (2) Jar can/should be taller than half the length of brushes and pens.

19. Taking a close look at good show cards

    a. Show card is easily read.
    b. Clean, concise words are used.
    c. Lettering stands out from background and has good letter-background contrast.
    d. Words are descriptive.
    e. Show card is clean and void of errors and blemishes.
    f. Illustrations (if used) are appropriate and relate to copy.

B. Suggested Teaching-Learning Activities

1. Discuss the purposes, uses, and basic materials needed for show card lettering. Show transparency masters "Examples of Show Cards," pp. 104-105. Have students collect from local merchants discarded show cards.

2. Demonstrate for your students how to plan, design and letter a show card. Have your students plan, copy, design, and letter a show card. Refer to "Examples of Gothic Print," pp 106-107, using as a transparency or as a student handout.

3. Demonstrate the techniques for learning the basic strokes used in show card lettering. Have students practice basic strokes. Refer to "The Basic Strokes", p. 108. Demonstrate for students how to letter using the Gothic style. Have students practice drawing the letters and numbers using the Gothic style. Demonstrate letter spacing for students. Have students practice spacing letters.

4. Have your students practice planning, designing and lettering show cards. Students should select merchandise or store services of their choice to be illustrated with their show cards.

5. Refer to "Examples of Gothic Print," pp. 106-07, as you aid students in exploring the skills of show card lettering.

6. Have the art teacher aid students with their planning, designing, and lettering activities.

7. Have students design show cards for school sales and school events that can be displayed in the school.

8. Discuss with students the occupations that make use of lettering and artistic skills and knowledges.

   a. Display workers
   b. Show card artist
   c. Combination show card artist and other job
   d. Retail clerk
   e. Educational media person
   f. Teachers
   g. Store owner - small business
   h. Chain store employees
   i. Grocery or drug store clerk
   j. Commerical artist
   k. Sign painter
   l. Military

C. Suggested Evaluation

Have each student letter a show card using the Gothic style of lettering. Evaluate their efforts based on the suggested criteria in the guide and resources. The art teacher may assist with the evaluation.

D. Suggested Resources

1. Books

   a. Speedball Textbook for Pen and Brush Lettering, pp. 90-95.

2. Resource persons

   a. Show card sign letterer
   b. Art teacher

3. Transparency Masters

   a. "Examples of Show Cards," pp. 104-105
   b. "Examples of Gothic Print," pp. 106-107
   c. "The Basic Strokes," p. 108

V. The student will be able to build a table top display.

A. Suggested Content

1. Occupations of people who use display in marketing

a. Interior store display persons
b. Window dressers
c. Merchandising persons
d. Display manager
e. Advertising lay-out person
f. Advertising manager
g. Art salesperson
h. Signs and display salespersons
i. Advertising salesperson
j. Decorator
k. Advertising display rotator
l. Traveling display attendant
m. Salespeople - retail
n. Commercial artists
o. Store managers
p. Others

2. Purposes of display

a. To show what is available for sale
b. To show new uses of products
c. To introduce new products
d. To show special sale merchandise
e. To show related merchandise
f. To introduce new fashions

3. Kinds of displays

a. Open display

(1) Merchandise displayed without closures

(a) On shelves
(b) Counters
(c) Racks
(d) Bins
(e) Table-top

(2) Permits examination by customer without sales person's assistance

b. Closed display

(1) Merchandise displayed in cases
(2) Glass fronted to permit customer observation
(3) Protects merchandise from damage
(4) Used when merchandise is easily soiled, expensive or fragile

c. Ledge, ceiling and wall display

(1) Uses space that normally is wasted

d. Platform display

(1) Merchandise placed on structures that elevate it
(2) Located at customer traffic areas in store

e. Architectural display

(1) Merchandise displayed in a realistic setting

(a) Kitchens
(b) Bedrooms
(c) Homes
(d) Living rooms
(e) Appliances
(f) Others

f. End displays

(1) Used to feature advertised specials
(2) Placed at the end of aisles of merchandise

g. Window displays

(1) Located at front of store facing the outside, side entrances, back entrances

(2) Feature

(a) Fashions (clothing)
(b) Appliances
(c) Special promotions
(d) Community events
(e) Others

4. Planning displays

a. Generally designed around a general theme

(1) Holidays: Easter, Christmas, July 4th, Mother's Day, Father's Day, Others
(2) Seasons: Spring, Summer, Fall, Winter
(3) Changing fashions: clothing, furniture, colors, others
(4) Products: clothing, food, stationery, books, cosmetics, electrical appliances, furniture, jewelry, hardware, numerous other products
(5) Vacations
(6) Leisure time activities
(7) Special occasions: parties, weddings
(8) Special sales: inventory close-outs and end of season, white goods, promotions, others

(10) Community events: community fund-raising drives, education week, fire prevention week

b. Selecting a specific title for display

(1) A specific title is often selected for displays.

(a) Deck the Halls with Greenery
(b) It Can be a Musical Christmas
(c) Fashions for Easter
(d) We Are Helping the Easter Bunny
(e) An Unusual Gift for that Most Unusual Dad
(f) Remodel with New Antiques
(g) Happiness is a New Recliner from _____
(h) First Impressions are Lasting Ones
(i) Take Along Your Own Motel
(j) Its Your Du[illegible] to Create Beauty
(k) Warmth is a Coat from _____
(l) Travel in Safety
(m) The Beauty of a Fragance

(2) Specific titles aid show card persons.

(3) Themes and titles aid when preparing storewide and other nationwide advertising promotions.

c. Aid in creating store image

(1) Exclusiveness
(2) Variety
(3) Price line of merchandise
(4) Quality
(5) Service
(6) Convenience
(7) Fashion
(8) Others

d. Sketching the display

(1) A simple sketch aids the display person in selecting the kinds of structural props, platforms, backdrops, columns, others.

(2) Selecting the kinds of functional props

(a) Mannequins
(b) Shirt forms
(c) Shoe stands
(d) Racks
(e) Others

(3) Selecting the kinds of decorative props

(a) Fencing
(b) Trees

(c) Flowers
(d) Ribbon
(e) Draping
(f) Crepe paper
(g) Artifical grass

(4) Selecting the kinds of lighting props

(a) Spot lights
(b) Color wheels
(c) Flood lights
(d) Light tracks
(e) Others

(5) Using the props

(a) Adequately display merchandise
(b) Highlight merchandise
(c) Aid shoppers in seeing merchandise

(6) Selecting the appropriate merchandise

(a) Is appropriate to the overall design and theme of display
(b) Reflects the desired store image
(c) Will fit into available space
(d) Is fresh, clean, and not shop worn
(e) Will interest the prospective customer and aid in selling it

(7) Planning the use and the type of balance in the display

(a) Formal balance: each half of the display is similar to the other in relation to placement of props, merchandise, background, and decorations
(b) Informal balance: absence of formal grouping of items

(8) Planning and selecting the colors to be used in display which are used to

(a) Create viewing impact
(b) Attract shoppers attention
(c) Increase the legibility of colors on show cards
(d) Project illusions
(e) Introduce new fashions in color
(f) Others

(9) As a building plan by

(a) Aiding in determining the tools that will be needed
(b) Aiding in determining the materials that will be needed
(c) Aiding as a pictorial concept of how the finished display will look

5. Building displays

   a. Determine display theme, title, and plan including materials, tools, props, color schemes.
   b. Sketch display which includes illustration of how finished display will look, how and where to place props and merchandise, how show cards will look.
   c. Collect display materials which include merchandise, props, materials, tools, show card lettering materials.
   d. Select display space and location.
   e. Put together the display segments that can be assembled prior to placing it in permanent location (working area).
   f. Letter show cards.
   g. Clean display location.
   h. Dust.
   i. Wash if necessary.
   j. Remove items that will complete with finished display.
   k. Using written and sketched plan, place the segments of display into planned arrangement.
   l. Place show cards in planned location.
   m. Evaluate completed display.

      (1) Display attracts attention of prospective customer.
      (2) Merchandise is highlighted.
      (3) Display would sell merchandise.
      (4) Props relate to display.
      (5) Arrangement is suitable to merchandise displayed.
      (6) Color scheme is appropriate.
      (7) Merchandise is spaced properly for easy viewing.
      (8) Display shows a degree of originality.
      (9) Display show cards are appropriate.
      (10) Display is clean and neat.

B. Suggested Teaching-Learning Activities

1. Discuss with your students the occupations of people who use display knowledges and skills. Have them read and write brief summaries of one of these occupations reporting their findings orally to the class.

2. Using "Examples of Displays," pp. 109-20, show and discuss with your students the variety of displays that appear in stores. Include in your discussion the reasons for the variety. Have students discuss kinds of displays that they have observed in the local stores.

3. Using "Examples of Displays," pp. 109-120, discuss with students the purposes of display. Point out to them the major purpose of each illustrated display; however, discuss with them that displays do have many purposes. Have students, in small groups, discuss examples of displays that they have seen and the purpose that they serve.

4. Arrange to have a local display person discuss with your students how displays are planned and constructed. The art teacher may

be able to do this activity. If you do this, you will want to include the following activities.

a. Planning the display (see content outline p. 47)
b. Sketching the display
c. Use of balance and proportion
d. Use of color
e. Safety in display

5. Have each student--using table tops as props--plan, sketch, and construct a table-top display using "Planning a Display," pp.121 -125. Suggested items for display: books, chalk, crayons, notebooks, compasses, protractors, Scotch tape, water colors, tempera paint, paper clips, and/or inexpensive items from home. Refer to transparency master "How to Construct a Display," pp. 126-133.

6. Demonstrate or have a resource person demonstrate for your students how to build a table-top display using common objects found in the classroom and home.

a. School supplies
b. Paper clips
c. Pencils
d. Compasses
e. Protractors
f. Notebooks
g. Inexpensive items from home

C. Suggested Evaluation

Have students construct a table-top display using products of their choice. It may be helpful to have the art teacher evaluate students final project, using as a suggested criteria "Visual Display Rating Sheet," p. 134.

D. Suggested Resources

1. Books

a. Advertising and Displaying Merchandise
b. Fundamentals of Selling
c. Marketing, Sales Promotion and Advertising
d. Merchandise Display

2. Magazines

a. Visual Merchandising

3. Resource Persons

a. Display person from local store
b. Art teacher

2. Magazines

   a. Visual Merchandising

3. Resource Persons

   a. Display person from local store
   b. Art teacher

4. Transparency Masters (and/or Student Handouts)

   a. "Examples of Displays," pp. 109-120

   b. "Planning A Display," pp. 121-125

   c. "How To Construct A Display," pp. 126-133

5. Evaluation Instrument

   a. "Visual Display Rating Sheet," p. 134

VI. The student will be able to plan, design and construct an advertising layout.

A. Suggested Content

1. Occupations of people who perform work activities involving advertising layouts

a. Artists
b. Copy writer
c. Advertising lay-out person
d. Production manager
e. Advertising assistant
f. Advertising manager
g. Advertising director
h. Advertising agency manager
i. Advertising sales person
j. Direct mail coordinator
k. Others

2. Purposes of advertising

a. To stimulate customer interest
b. To lead to sale of merchandise
c. To let people know about a specific business
d. To tell people what is available for sale
e. To bring new customers to a business
f. To maintain present customers
g. To introduce new products
h. To remind people of existing products
i. To tell people about new uses for old products
j. To tell people about improvements in old products
k. To create business good will
l. To develop customer confidence

3. Advertising media

a. Television
b. Radio
c. Newspaper
d. Direct mail
e. Outdoor advertising
f. Bus cards
g. Handbills
h. Motion pictures
i. Magazines

4. A look at the parts of an advertisement (the advertising layout)

Note: A layout of an advertisement is its over-all design, its appearance, the way the copy and illustrations

are brought into one unit to get attention and invite reading to the end.

a. Headline: the part of an advertisement that gains the immediate attention of the reader

b. Subheadline: used often when the major headline may be too long

c. Copy: the written message of an advertisement that gives additional information about product or service

d. Illustration: a picture of the product or service

e. Logo or Signature "Sig": a symbol, word or words that identifies the product, store or service and usually is familiar to the reader

5. Putting it all together

a. Writing the advertising headline

(1) Write the headline as if talking to a friend.
(2) Direct the words to the reader.
(3) Zero in on customer benefits.
(4) Write headline to contain newsworthy information.
(5) Write headline so that reader will want to read all of the ad.
(6) Write headline so that it is related to the copy.

b. Writing the body of an advertisement

(1) Write it for the reader.
(2) Relate copy to headline.
(3) Keep it natural.
(4) Zero in on reader benefits.
(5) Stick to the subject.
(6) Request action from reader.

c. Illustrating the advertisement

(1) Plan what it is about product that should be illustrated.

(a) Product
(b) Feature of product
(c) What product does
(d) Need for product
(e) Ownership value
(f) Product safety

(2) Relate illustration to headline and copy.

(3) Illustration should attract favorable attention of reader.

(4) Use color to attract more attention and increase readership.

d. The logotype (the business trademark)

(1) It creates immediate reader recognition and business individuality.
(2) It includes businesses' address, telephone number and slogan.

e. Planning the advertisement layout

(1) Planning the layout

(a) Headline should be large enough to attract the reader.
(b) Illustration should appear important to the over-all construction of the ad.
(c) If logotype is used, it should identify the advertiser quickly.
(d) Illustrations, price, or headline may be used.
(e) Design ad to have a reader focal point.
(f) Product illustrations, when used, should be clear and show detail.
(g) Give the prospective customer reading directions. by placing the elements of the ad in a normal reading sequence.
(h) Reader should be able to read ad from top to bottom, left to right.
(i) Featured element should be placed at optical center.
(j) Featured element should be placed slightly above and to the left of the exact center of the layout.
(k) Proportion the ad to be easily read by prospective customers.
(l) Ads normally are easier to read if they are deeper than they are wide.

f. Setting up the ad layout

(1) Elements of ad that have to be included:

(a) Headline
(b) Subhead
(c) Copy
(d) Logotype
(e) Price
(f) Coupons
(g) Illustration

(2) Set up the ad layout on old newspaper or magazine page so that comparison can be made with other ads.

(3) Check layout for the following features:

(a) Headline is large enough.
(b) Illustration is large enough.
(c) Logotype does stand out.
(d) It appeals to you if you were a prospective customer.
(e) White space has been used to aid reader interpret important elements of ad.

B. Suggested Teaching-Learning Activities

1. Discuss with your students the many occupations of people who are involved in planning, designing, writing, producing, and selling advertisement. Have students read occupational briefs concerning these occupations and write brief summaries regarding one of them.

2. Arrange to have a business person discuss the purposes of advertising with your class. The journalism teacher can also perform this activity.

3. Discuss with your students the various media used for advertising. Have students collect examples of the various forms of advertising and report to the class the purposes of the ads. Have students plan and design a bulletin board for displaying the ads.

4. Using Transparency Master "Shoes" on p. 135, discuss with your students the four basic elements of an advertisement. Have your students, using old magazines and newspapers, cut out the elements of ads and paste them up under the names, titles, headlines, copy, illustration, logotype.

5. Demonstrate for your students how to write and layout (paste up) a simple advertisement. Have your students plan, write, and illustrate a simple advertisement. Refer to "Suggestions for Creating a Good Ad," p. 136. The ads should contain the following elements: a headline, a subheadline, if necessary, copy, logotype, an illustration, if necessary, a focal point, or signature.

6. Using "Ads" on pp. 137-139, have students add the headline, subheadline, copy, logo and/or signature. Using "Cutouts," p. 140 have students cut out, paste up and write headline(s), copy, logo, and/or signature. Refer to "Some Ad Writing Take Cares," p. 141.

7. Make a list of suggested headlines and have students find magazine illustrations which will complete the ad. Have the students write the copy. Refer to "Suggested Headlines," p. 142.

C. Suggested Evaluation

Have students, using illustrations from p. 137-141 or local newspaper plan, design, and layout an advertisement. Using "Criteria for Advertising Layout," p. 143, or criteria in suggested references evaluate students final project. You may wish to have journalism teacher or local advertising person assist you in this evaluation.

D. Suggested Resources

1. Books

   a. Advertising and Displaying Merchandise
   b. Marketing Sales Promotion, and Advertising
   c. Advertising
   d. Introduction To Advertising
   e. Retail Advertising Copy: The How, The What, The Why
   f. Putting It Together

2. Resource Persons

   a. Advertising person from local community
   b. Journalism teacher

3. Slides

   a. "Magazine Ads"

4. Transparency Masters and Student Handouts

   a. "Shoes," p. 135
   b. "Suggestions for Creating a Good Ad," p 136
   c. "Ads," pp. 137-139
   d. "Cutouts," p. 140
   e. "Some Ad Writing Take Cares," p. 141
   f. "Suggested Headlines," p. 142

5. Evaluation Instrument

   a. "Criteria for Advertisement Layout," p. 143

VII. The student will be able to give a simulated oral sales presentation.

A. Suggested Content

1. Occupations of people who use sales presentations

a. Retail salespeople

(1) Department store salespeople
(2) Discount store salespeople
(3) Door-to-door salespeople
(4) Waitresses and waiters
(5) Specialty store salespeople
(6) Dealership salespeople

b. Wholesale salespeople

c. Manufacturers' salespeople

d. Others

2. Selling process

a. The activities of a person who informs others about goods and services they need and want and then persuades them to purchase these goods and services

b. A specialized business of assisting and persuading prospective customers to purchase goods and services to the mutual satisfaction of both buyer and seller

c. The personal or impersonal process of persuading a prospective customer to buy a commodity or service or to act favorably upon an idea that has commercial significance to the seller

(1) Providing service
(2) Communicating
(3) Problem solving
(4) Educating

3. A look at the parts of a sales presentation

a. The sales approach

(1) The activities of the salesperson before opening the sales presentation

(2) The initial contact between the prospective customer and the salesperson which includes the following:

(a) Appearance
(b) Acknowledgement of customer's presence
(c) Pleasant store environment
(d) Voice

b. The sales presentation

(1) Activities of a salesperson which includes the following:

(a) Orally giving product information to prospective customers
(b) Listening to prospective customers' questions regarding product
(c) Answering prospective customers' questions about product
(d) Assisting prospective customers' to fulfill needs or wants for a product
(e) Opening and maintaining a two-way line of communication between themselves and prospective customers
(f) Demonstrating products to prospective customers
(g) Assisting prospective customer use the product

(1) Try on
(2) Drive
(3) Smell
(4) Taste
(5) Feel
(6) Others

(h) Answering prospective customers objections to product
(i) Showing prospective customer products that can make the product more useful

(1) Accessories
(2) Related items

c. The sales close

(1) The activities of a salesperson

(a) Knowing when the prospective customer is ready to buy
(b) Knowing when the prospective customer is not ready to buy
(c) Writing the sales agreement
(d) Accepting payment for purchase
(e) Explaining quarantees, warranties, financing services
(f) Establishing relations for future sales possibilities

4. Planning, practicing and orally giving a sales presentation.

a. Select a product or service that interests you.

(1) A school related product
(2) A product related to a hobby
(3) A service
(4) Lawn mowing
(5) Baby sitting
(6) Others

b. Collect (assemble) product or service information.

c. Study the product or service and list the features that you feel would help in selling it.

(1) Labor saving features
(2) Beauty
(3) Relationship to other products
(4) Enjoyment produced
(5) Safety features
(6) Others

d. Ask sellers of the product or service about the features that assist them in selling the product or service.

e. Write letters to manufacturers asking them for aid in collecting a list of product features.

f. Read advertisements about the product or service.

g. Ask people who use the product or service.

h. Organize product information.

(1) Name of product

(a) Features of product

--Size
--Color
--Weight
--Made of
--Construction
--Finish
--Feel
--Odor or taste
--Packaging
--Price
--Brand name
--Designer
--Popularity
--Availability
--History
--Quarantee or warrantee
--Ease of repair
--Additional accessories
--Ease of adding to set
--Servicing
--Installation

(b) How to use

--Operate
--Wear
--Prepare
--Assemble
--Apply
--Arrange
--Place or display

(c) How to maintain

--Adjust
--Clean
--Store
--Repair
--Oil
--Lubricate

(d) Customer benefits

--Ease of operations
--Pleasure of use
--Appearance
--Sound
--Personal comfort
--Warmth
--Softness
--Relaxation provided
--Contribution to knowledge
--Versatility (different uses)
--Serviceability
--Savings in cost of operation and upkeep
--Labor saving features
--Others

i. Plan a sales approach.

(1) Immediately serve the hurried customer.

(2) Watch for signs of being in a hurry.

(a) Fidgeting
(b) Pacing
(c) Looking for salesperson
(d) Wallet out or purse open
(e) Oral request for assistance
(f) Looking at watch

(3) Avoid using the same worded sales approach.

j. Observe for signs of the "looker."

(1) Shrugging off salesperson's initial approach

(2) Avoiding salesperson's efforts of assistance

(3) Looking away when salesperson attempts to get attention

(4) Oral response of "No thank you, I am just looking."

k. Permit prospective customers to look at merchandise before making approach if they do not indicate hurriedness.

l. Some suggested sales approaches

(1) "Good Morning. I'm _____."

(2) "Hello! My name is _____. May I be of assistance?"

(3) "Hello, that _____ has been an excellent seller."

(4) "Would you like to see the fine results that you can get with this _____?"

(5) "Those _____ that you are looking at have just arrived."

m. Personalize your sales approach.

n. Often the prospective customer makes the approach.

(1) "I am looking for _____. Can you help me?"

(2) "Do you have _____?"

(3) "Where can I find _____?"

(4) "Does your store carry _____?"

o. Make the sales presentation.

(1) Timing the presentation

(a) Begin when the prospective customer indicates an interest in product.

--Orally ask for products information
--Requests price of merchandise
--Examines the product
--Reads label on product

5. The sales presentation

a. Open and maintain a two-way line of communication with prospective customer.

b. Try and determine needs of prospective customer.

c. Ask questions.

(1) "What color do you prefer?"
(2) "What is the decor of your room?"
(3) "How many people are in your family, who will use it?"
(4) "Do you cook out for a large or small number of people?"
(5) "Don't you think this new feature adds to the usefulness of the product?"
(6) Others

d. Involve prospective customer in sales presentation.

(1) "Sir, the instant-on control of this TV set is located here. Try it."
(2) "This is our latest fragance. Won't you try it?"
(3) "If you would care to try it on, our dressing rooms are over by the wall."
(4) Others

e. Involve the prospective customer by listening to what they have to say.

(1) Tune in on what the prospective customer is saying.
(2) Be attentive.
(3) Needs are discovered by listening.

f. Involve the prospective customer by letting them use their five senses.

(1) Sight
(2) Hearing
(3) Smelling
(4) Tasting
(5) Feeling

g. Involve the prospective customer by answering their objections.

(1) Answer objections immediately and calmly with accurate information.

h. Summary of sales presentation

(1) Product or service information.

(2) Answers to prospective customer's questions
(3) Answers to prospective customer's objections
(4) Demonstration of the product

i. Closing a sale

(1) Begin sales close when prospective customer is convinced that the product or service is desirable and that it will meet his needs.

(a) Indications of when to begin close

--"Yes, I like this one."
--"These fit perfectly."
--"This meets my needs perfectly."
--"Will you deliver?"
--"Put this on my charge."
--"Will you service it?'
--Reaches for wallet or opens purse to pay

(2) Close with a positive attitude.

(a) "Would you like for this to be delivered?"
(b) "Our gift wrapping department will wrap it for you."
(c) "I appreciate being helpful. Do call on me when you return or need additional _____.

(3) Close the sale in the following manner.

(a) Writing up the sale

--Sales ticket
--Contracts
--Warranties
--Others

(b) Asking for and writing special handling requests

--Delivery
--Mailing
--Others

(c) Arranging for customer financing

--Lay away
--Store charge
--Others

(d) Arranging for alterations

(e) Describing the warrantee or guarantee

(f) Thanking customer for purchase

(g) Accepting payment for and making change for purchase

B. Suggested Teaching-Learning Activities

1. Have students observe a sales demonstration when they are on a shopping trip. Show "Sales, A Two-Sided Conversation," p. 144.

2. Discuss with students the numberous occupations of people who are involved in selling activities. Have sales resource people discuss with students the activities of their occupation.

3. Prepare student handouts "Planning a Sales Presentation," p.145 and "Planning My Sales Presentation," pp.146-148, for students to use as they plan a sales presentation.

4. Have students plan and give sales presentations. Refer to "Planning and Organizing Product Information," pp. 149, which may be used to aid students plan and organize product information and selling features.

C. Suggested Evaluation

Have each student give a simulated oral sales presentation using a product of their interest. It is suggested that students research and write a report that includes product information, and that this information be used during their sales presentation which includes

1. Sales approach
2. Sales presentation
3. Close

D. Suggested Resources

1. Books

a. Facts About Merchandise

b. Fundamentals of Selling

c. Know Your Merchandise

d. Retail Selling

e. Sales Horizons

2. Films

   a. "Bill Garman, 12-Year Old Business Man"
   b. "Importance of Selling"
   c. "Nothing But Lookers"
   d. "Selling as a Career"
   e. "You've Sold Me Mrs. Marlowe"

3. Resource Person

   a. Local salesperson

4. Student Handouts

   a. "Planning a Sales Presentation," p. 145

   b. "Planning My Sales Presentation," pp. 146-148

   c. "Collecting and Organizing Product Information" pp. 149

5. Transparency Master

   a. "Sales, A Two-Sided Conversation," p. 144

SUPPORTIVE MATERIALS

FOR

UNIT TWO

67/68

REFERENCE LIST FOR

UNIT TWO

Books

1. Advertising, Distributive Education Department, University of Texas

2. Advertising and Displaying Merchandise, by Harland E. Samson, South-Western Publishing Company

3. Checker-Cashier, by Judith E. Edison, and Kenneth H. Mills, South-Western Publishing Company

4. Facts About Merchandise, by William B. Logan and Helen M. Moon, Prentice-Hall Incorporated.

5. Fundamentals of Selling, by John W. Wingate and Carroll A. Nolan, South-Western Publishing Company

6. General Business For Economic Understanding, by Ernest H. Crabbe, S. Joseph DeBrum, Peter G. Haines, South-Western Publishing Company

7. General Business For Everyday Living, by Price, Vernon, Musselman, and Hall, Gregg Division/McGraw-Hill Book Company

8. Introduction To Advertising, by Chester Mills, Distributive Education Materials Laboratory. The Ohio State University

9. Know Your Merchandise, by John W. Wingate, Karen R. Gillespie, and B.C. Addison, Gregg Division/McGraw-Hill Book Company

10. Marketing, Sales Promotion and Advertising, by Carroll A. Nolan and Roman F. Warmke, South-Western Publishing Company

11. Merchandise Display, by Melvin S. Hatchett, Instructional Materials Services, Division of Extension, The University of Texas

12. Putting It Together, by Jimmy G. Koeninger, Distributive Materials Laboratory, The Ohio State University

13. Retail Advertising Copy, The How, The What, The Why, by Judy Y. Ocko, National Retail Merchants Association

14. Retail Selling, by Yvonne G. Bodle, and Joseph A. Corey, Gregg Division McGraw-Hill Book Company

15. Sales Horizons, by Kenneth B. Haas, and Enos C. Perry, Prentice Hall Incorporated

16. Speedball Textbook For Pen and Brush Lettering, Originated by Ross F. George, Hunt Manufacturing Company

Films

1. "Bill Garman, 12-Year Old Business Man," University of Kentucky Film Library
2. "Eggs To Market," BFA
3. "Selling As A Career"
4. "Where Do The Walnuts Go?" Modern Talking Picture Service Incorporated
5. "You've Sold Me Mrs. Marlowe," University of Kentucky Film Library
6. "Importance of Selling"
7. "Nothing But Lookers"

Filmstrips

1. "Modern Cashiering Made Easy," Merchandise Film Production (w/record or cassette)
2. "Would You Like To Be A Cashier," Eyegate House Incorporated

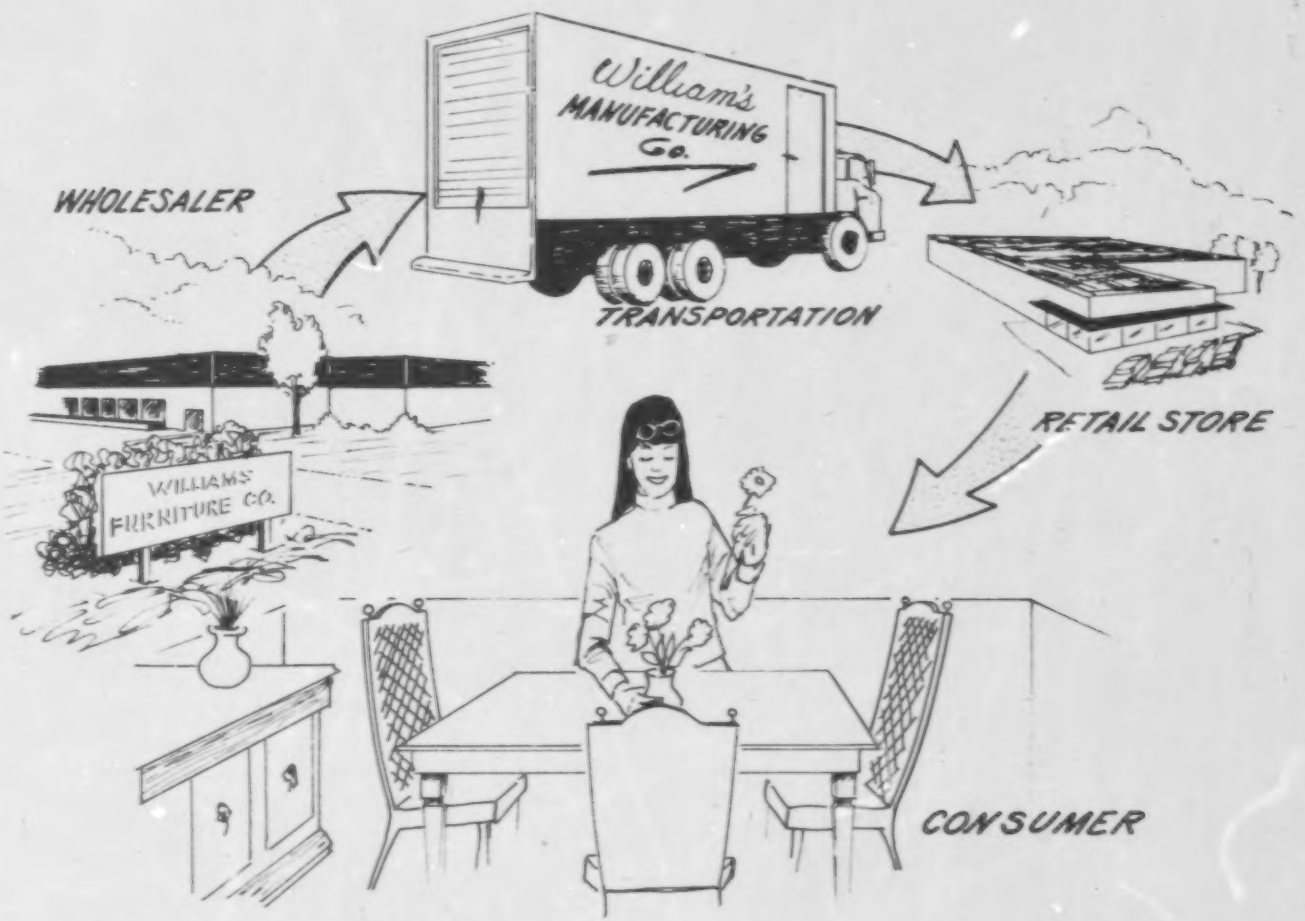
Magazines

1. Visual Merchandising, The Signs of The Time Publishing Company

Slides

1. "Magazine Ads," Distributive Education Materials Laboratory, The Ohio State University

"MARKETING AND DISTRIBUTIVE ACTIVITIES"



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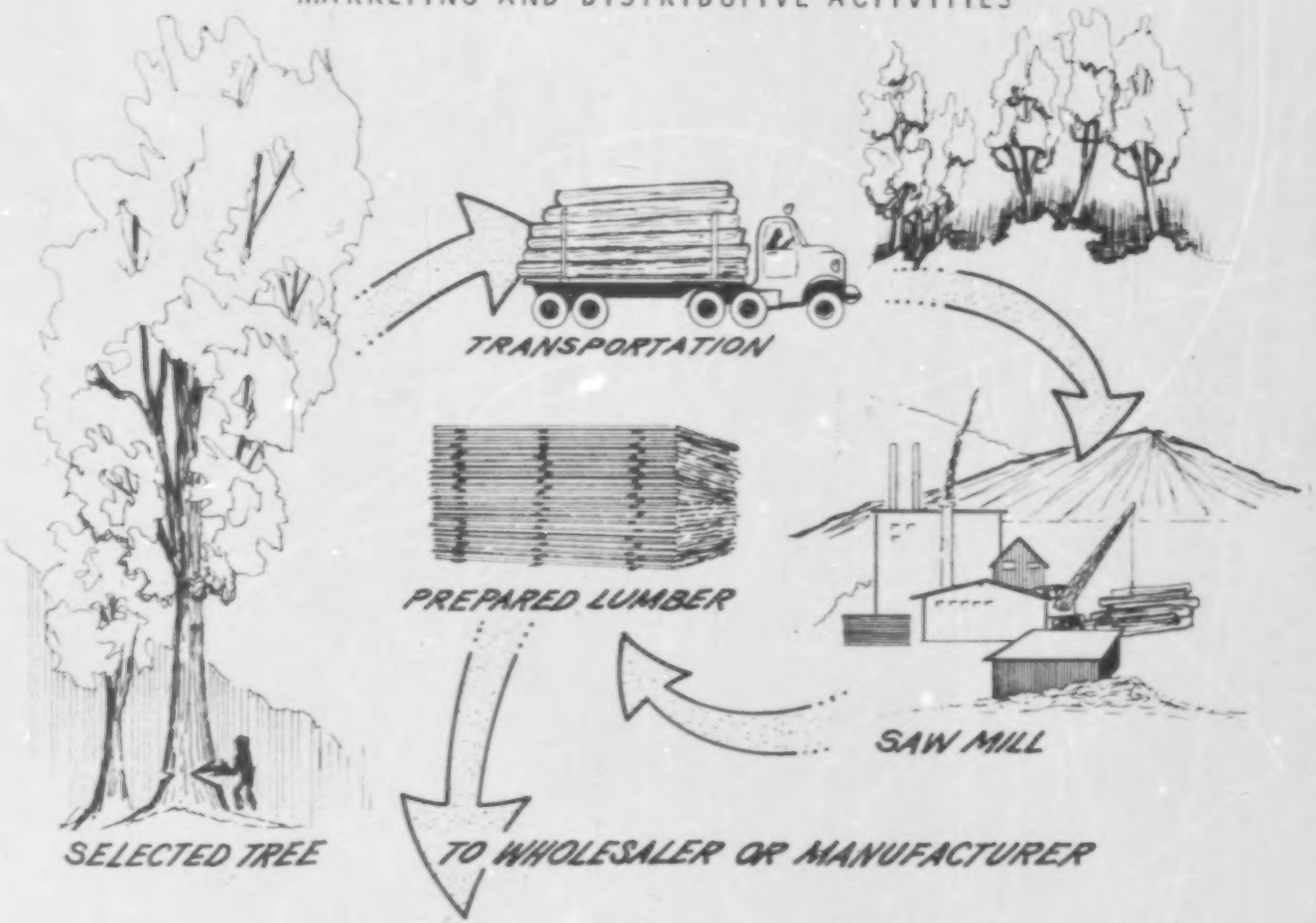
"MARKETING AND DISTRIBUTIVE ACTIVITIES"



"Direct and Indirect Channels
of Distributions"

Channels of Distribution

A. Direct channels of distribution exist when the ultimate consumer buys a product from the producer or manufacturer.

Example: From the strawberry patch to the table

1. John Q. Farmer, after studying and planning, decides that growing strawberries will increase his farm income.

2. He buys plants and equipment with his own finances from the local supply store.

3. After planting, fertilizing, and passage of time, the strawberries grow to maturity.

4. A decision is made to sell the strawberries from a roadside stand that Mr. Farmer builds and places at his front gate.

5. After calculating his costs and determining a fair profit, Mr. Farmer plans to price his strawberries at 38 cents per quart. He calls the local newspaper and requests that they print an ad in the classified section.

6. Strawberries are packed in quart containers.

7. Townspeople read his ad and drive to the roadside stand and buy strawberries.

8. Other local people request that Mr. Farmer deliver strawberries to their home.

9. Strawberries have reached the ultimate consumer through a direct channel of distribution from producer to consumer.

Other direct channels of distribution

1. Product moves from manufacturer or producer to consumer.

B. Indirect channels of distribution exist when the products are handled by more than one distributor before reaching the consumer.

Example: A boat moves through the indirect channels of distribution.

1. Acme Manufacturing Company, after extensive consumer research, decides that a boat is both needed and wanted by consumers.

2. The engineering design staff is assigned the planning activities for the boat.

3. The packaging design department is assigned to develop packages for the boat.

4. Buyers begin to purchase raw materials for manufacturing the boat.

5. Raw materials are transported to Acme by rail freight.

6. Production of the boat begins.

7. Testing laboratory evaluates the boat for consumer characteristics.

8. The advertising department plans and designs advertising campaign for assisting the manufacturer's representatives for selling the boat.

9. The cost accounting department calculates the price for the boat.

10. The sales staff attends classes for the purpose of acquiring the boat product information.

11. Salesmen make contact with the wholesalers to introduce the boat.

12. Wholesalers buy the boat and request that rail transportation be used in shipping.

13. Acme's salesman returns the purchase orders to plant.

14. The shipping department receives a copy of the orders.

15. The shipping department schedules rail transportation.

16. Rail freight cars are loaded and the boat is moved to the wholesalers' warehouses.

17. Wholesalers' warehousemen receive and unload shipment.

18. Boats are stored in warehouse to wait for resale to retailers, industrial or institutional consumers.

19. Wholesalers price the boat.

20. Wholesalers' salesmen sell the boat to retail buyers.

18. Boats are stored in warehouses to wait for resale to retailers.

19. Wholesalers price the boat.

20. Wholesalers' salesmen sell the boat to retail buyers.

21. Wholesalers' warehousemen receive shipping orders for the boat.

22. The boats are transported to retailers.

23. Retailers' warehousemen receive, count, and store the boats to await sales to consumers.

24. Buyers calculate retail price for the boat.

25. Stock clerks uncrate boats and place prices on them.

26. The boats are placed in retail stores to await consumer sales.

27. Sales clerks are informed of the boats through sales training meeting.

28. The advertising department places ads in local advertising media.

29. Displays are built by displaymen featuring the boats

30. Consumers buy the boats.
    --Charge (finance)
    --Pay cash

32. Delivery service is requested by some buyers.

33. Sales clerks send the boats to warehouse to be delivered to consumers.

34. Retail stores' delivery trucks transport the boats to the homes of customers.

35. The boats complete the journey through the channels of distribution.

C. Other indirect channels of distribution

1. Products are moved from manufacturer to wholesaler to consumer.

2. Products are moved from manufacturer or producer to wholesaler to retailer to consumer.

"ACTIVITIES OF MARKETING AND DISTRIBUTION"

ACTIVITIES OF

PRODUCER OR MANUFACTURER

BUYING RAW MATERIALS

PRODUCING A NEEDED OR WANTED CONSUMER PRODUCT FROM RAW MATERIALS

PRICING PRODUCT

SELLING PRODUCT

STORING OR WAREHOUSING PRODUCT

ADVERTISING AND PROMOTING PRODUCT

RESEARCH, DESIGNING AND PACKAGING PRODUCT

ARRANGING FOR TRANSPORTATION OF PRODUCTS TO BUYERS

"ACTIVITIES OF MARKETING AND DISTRIBUTION"

(Cont'd)

SUPPORTING MARKETING ACTIVITIES OF TRANSPORTERS

--Receives and Delivers products to
- Manufacturers
- Wholesalers
- Retailers
- Industrial Users
- Institutional Users
- Consumers

--Arranges to and Moves Products by
- Rail
- Aircraft
- Truck
- Bus
- Ship

--Determines Prices to Charge for Transporting Services

"ACTIVITIES OF MARKETING AND DISTRIBUTION"

(Cont'd)

MARKETING ACTIVITIES OF WHOLESALERS

--Buys products from processors or manufacturers

--Assumes financial risks

--Stores (warehouses) products until sold

--Keeps a surplus for future sales

--Determines a fair price for products

--Sells products to
- Retailers
- Industrial Users
- Institutional Users

--Advertises and promotes products

--Packages products in suitable sizes, styles, and numbers as requested by buyers

--Arranges for transporting product to
- Retailers
- Industrial Users
- Institutional Users

"ACTIVITIES OF MARKETING AND DISTRIBUTION"
(Cont'd)

MARKETING ACTIVITIES OF RETAILERS

--Buys products from manufacturers, wholesalers

--Stores (warehouses) products until bought by consumers

--Prices products

--Advertises and promotes products

--Assumes financial risk

--Displays products to consumers

--Sells products to consumers

--Gives consumers shopping conveniences

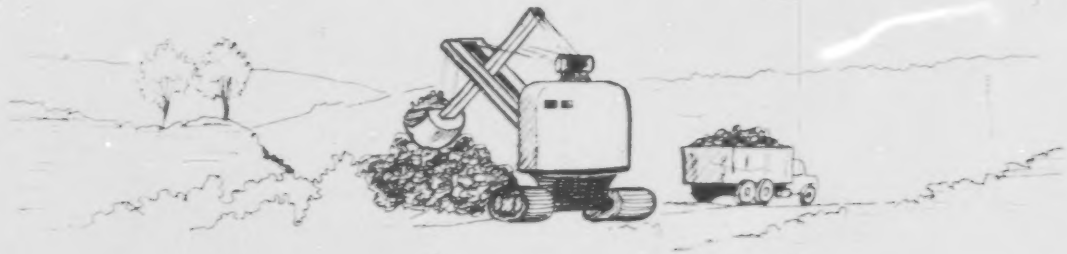
- Convenient Store Locations
- Parking Space
- Convenient Shopping Hours
- Consumer Credit
- Home Delivery of Purchased Products
- Others

--Keeps an assortment of styles, sizes, and models in price ranges to meet consumer's needs or wants

A GILMORE CDC MK 150-8 DF

BICYCLES FROM RAW MATERIALS TO YOU

TRANSPORTATION



Workers Directly Involved

Miners

Mining Equipment Operators

Mine Owners

Others

Workers Indirectly Involved

Mining Equipment Manufacturers and Dealers

Financial Institutions

Others

REGIONAL CDC UK RSD-P 78

BICYCLES FROM RAW MATERIALS TO YOU

TRANSPORTATION

Workers Directly Involved

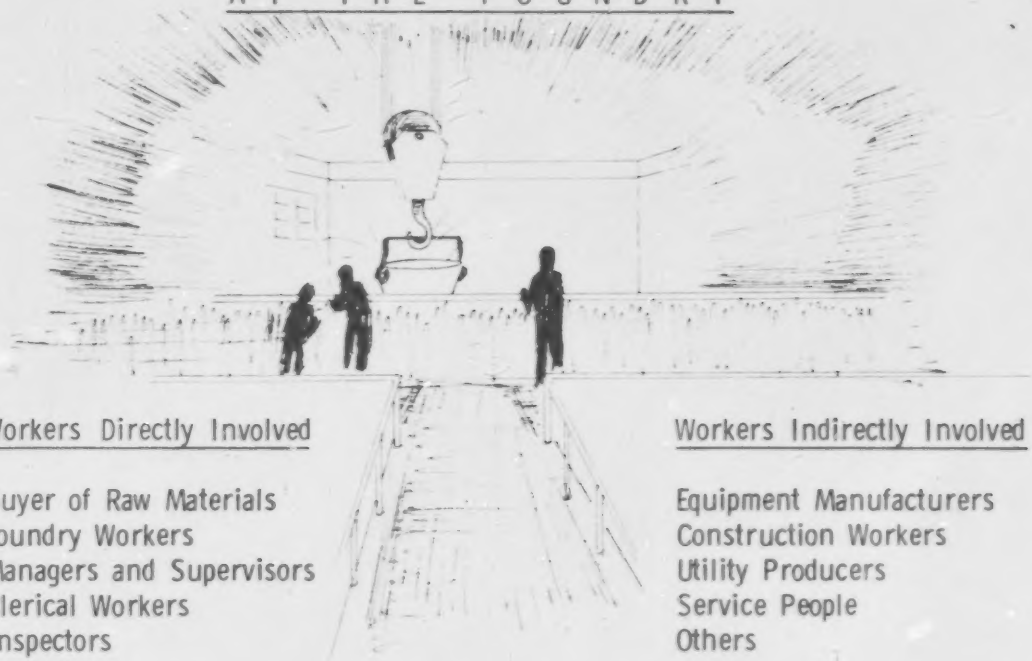
Railroad Workers
Loading and Unloading Workers
Others

Workers Indirectly Involved

Railroad Equipment Manufacturers
Railroad Builders
Others

BICYCLES FROM RAW MATERIALS TO YOU

AT THE FOUNDRY



Workers Directly Involved

Buyer of Raw Materials
Foundry Workers
Managers and Supervisors
Clerical Workers
Inspectors
Custodians
Others

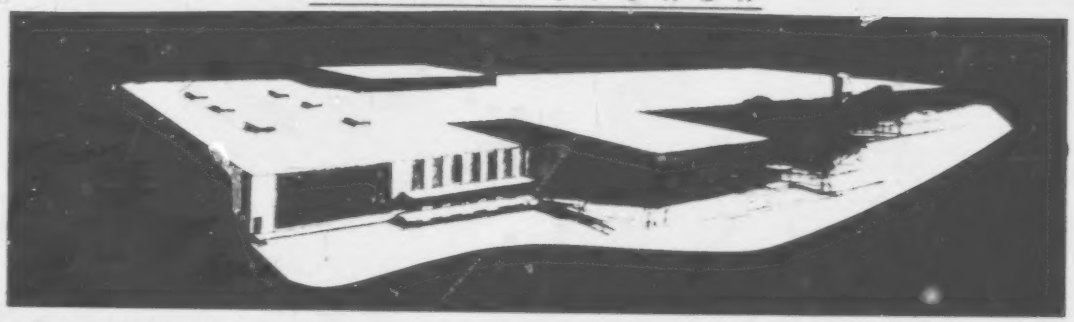
Workers Indirectly Involved

Equipment Manufacturers
Construction Workers
Utility Producers
Service People
Others

FAIRMONT COC EX 950-12 DE

BICYCLES FROM RAW MATERIALS TO YOU

MANUFACTURER



Workers Directly Involved

Manufacturing Workers
Warehouse Employees
Inspectors
Clerical Helpers
Management
Others

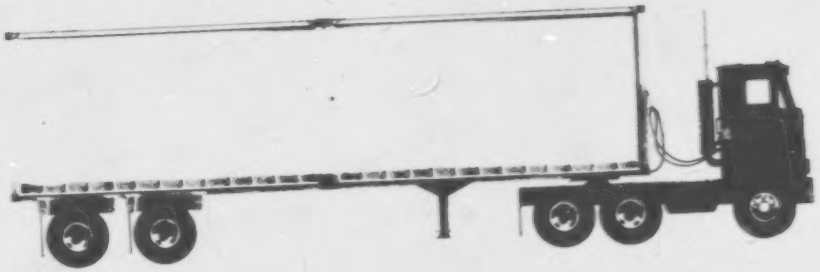
Workers Indirectly Involved

Manufacturers of Equipment
Service Workers
  --Utility
  --Others
Producers of Paint and Other Raw Materials for Bicycles
Communication Workers
Others

A GILMORE CDC UX 960-II DF

BICYCLES FROM RAW MATERIALS TO YOU

TRANSPORTATION to PROCESSORS



Workers Directly Involved

Truck Drivers
Truck Loaders and Unloaders
Others

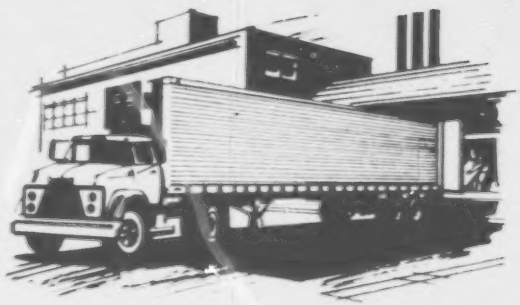
Workers Indirectly Involved

Truck Manufacturers
Truck Mechanics
Tire Manufacturers
Oil Refinery Workers
Bankers
Clerical Workers
Communication Workers
Salesmen
Others

P GILMORE COC WX 950-W OE

BICYCLES FROM RAW MATERIALS TO YOU

WHOLESALER



Workers Directly Involved

Wholesale Workers
Wholesale House Owners
Salesmen
Others

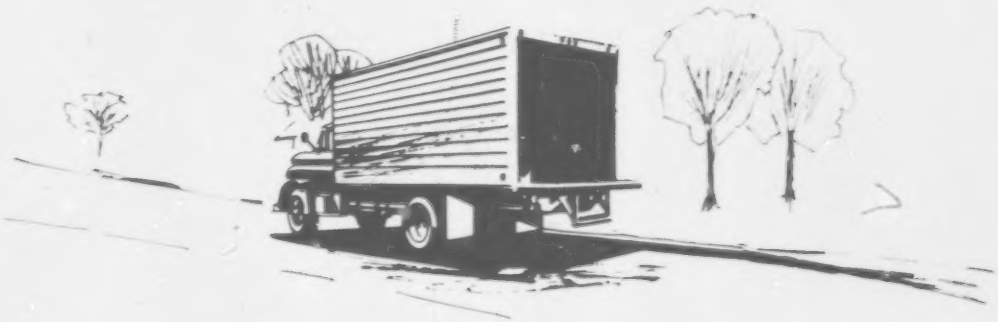
Workers Indirectly Involved

Service Workers
Financial Institutions
People Who Save Money In Financial Institutions
Others

R. GILMORE COC UK REG-15 DEC

BICYCLES FROM RAW MATERIALS TO YOU

TRANSPORTATION



Workers Directly Involved

Truck Drivers
Others

Workers Indirectly Involved

Service Station Attendants
Truck Mechanics
Highway Construction Crews
Truck Manufacturers
Tire Manufacturers
Others

AGUMORE COC UK 950-16 OE

BICYCLES FROM RAW MATERIALS TO YOU

RETAILER

Workers Directly Involved

Retail Store Owners
Salesmen
Display People
Clerical Helpers
Others

Workers Indirectly Involved

Service Workers
Construction Workers Who Built Building
All Others Involved In Getting Bicycle To You

R GILMORE COC UK 950-13 DE

BICYCLES FROM RAW MATERIALS TO YOU

TRANSPORTATION

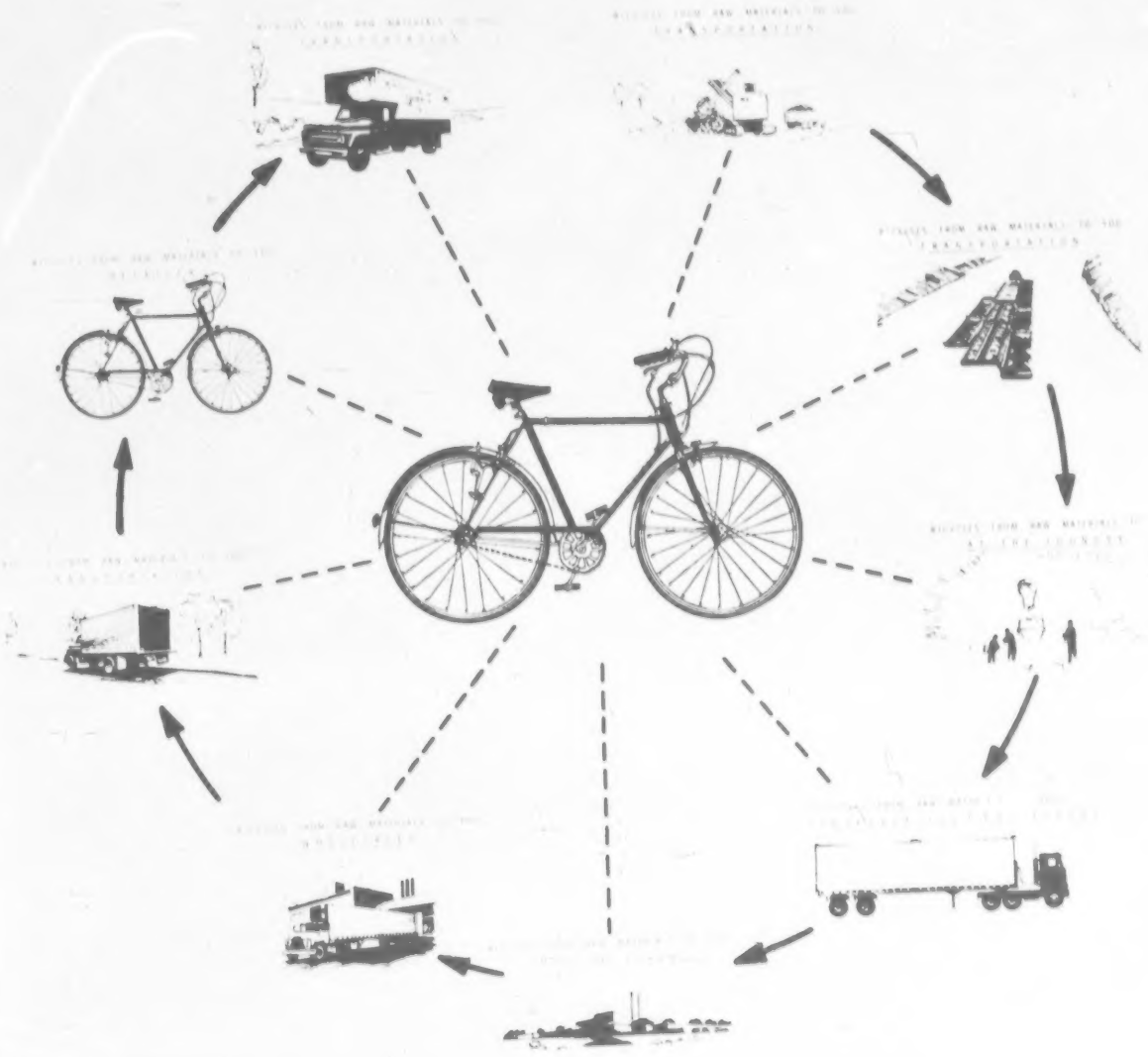
Workers Directly Involved

Truck Drivers
Others

Workers Indirectly Involved

Service Station Attendants
Truck Mechanics
Highway Construction Crews
Truck Manufacturers
Tire Manufacturers
Others

FROM RAW MATERIALS TO YOU



P.GILMORE C.D.C. UK 1223-27 DE

SAMPLE SALES TICKETS

ANYTOWN STORE
ANYTOWN, KENTUCKY 00000

CLERK	AMT. OF SALE	DEPT.	DATE	X000000

Sold to _____
Street _____
City _____
State _____ Tel. No. _____

DESCRIPTION OF ARTICLE	Dollars	Cents
	$	
LAY - A - WAY		

PLEASE COMPLETE THIS SECTION

Weekly Payment $ _____
Semi-monthly Payment $ _____
Monthly Payment $ _____

TO BE PAID OUT BY: _____

Tax		
Handling Charge		
Total Sale		
Paid on Account		
Lay-A-Way Balance		

X000000

RETURN REQUESTED

ADDRESS LABEL

ENCLOSE THIS STUB IN AUDIT BAG

DATE	AMOUNT	DATE	AMOUNT	DATE	AMOUNT

CUSTOMER'S SIGNATURE _____

SAMPLE SALES TICKETS

ANYTOWN STORE
ANYTOWN, KY. 00000

DEPT. NO.

DATE

CLERK

Name _____
Street _____
City _____
Acct. No. _____

Customer's Signature

CREDIT AUTH.NO.

DESCRIPTION OF MERCHANDISE	AMOUNT	
Tax		
Postage & Handl. Ch.		
Total Sales		
TOTAL SALE		

T A K E

SAMPLE SALES TICKETS

ANYTOWN STORE
ANYTOWN, KY. 00000

CHGE.	PAID	CLERK
DEPT.		DATE

SEND

SEND TO

Name _____
Street _____
City _____
Acct. No. _____

Del. Inst.
or
Gift from _____

CHARGE

Name _____
Street _____
City _____
Acct. No. _____

Customer's Signature

CREDIT AUTH. NO.

OFFICE COPY

DESCRIPTION OF MERCHANDISE	AMOUNT	
Tax		
Postage & Handl. Ch.		
Total Sales		
TOTAL SALE		

SEND

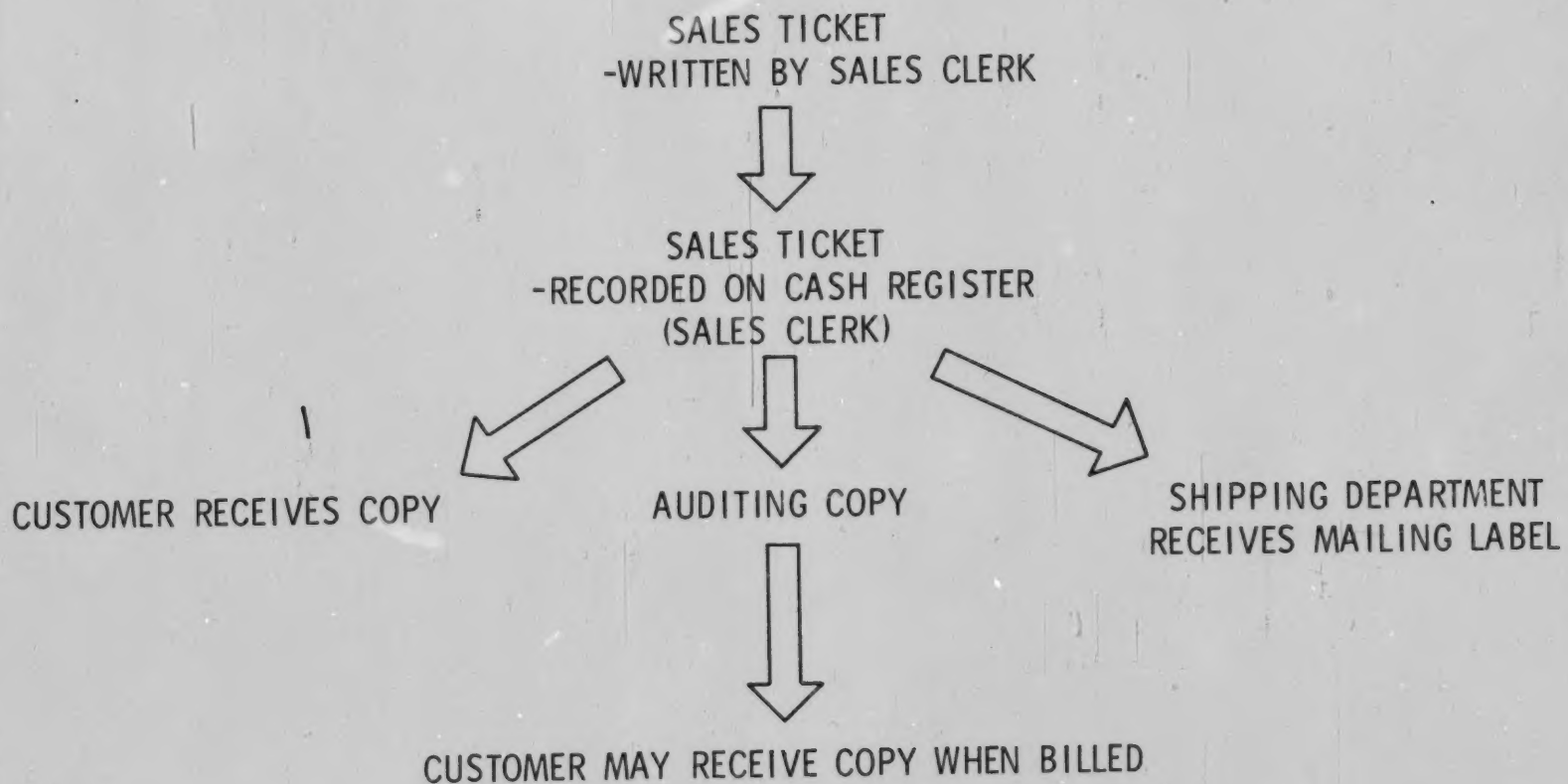
SAMPLE SALES TICKETS

ANYTOWN STORE - ANYTOWN, KENTUCKY 00000

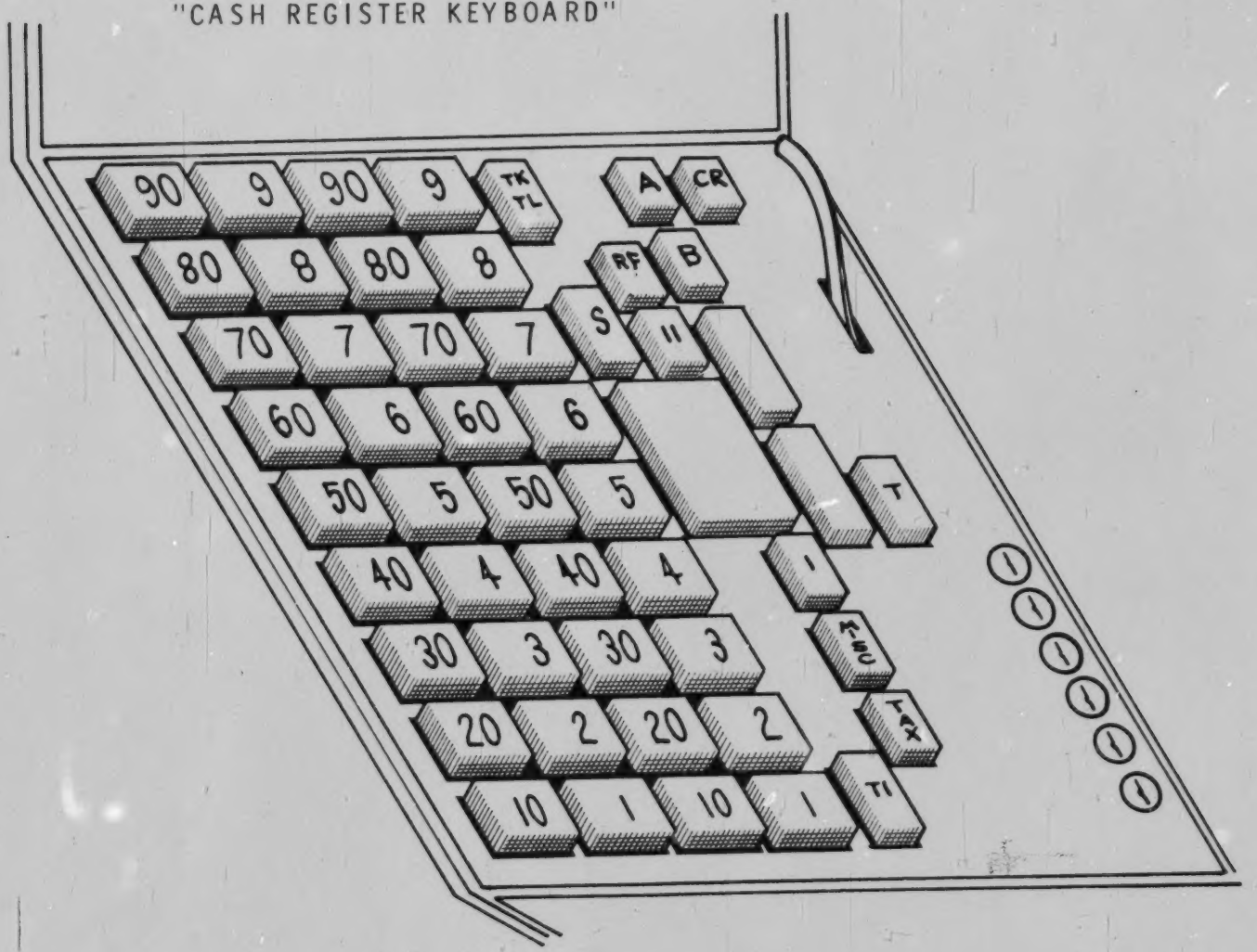
Date	MERCHANDISE	AMOUNT		000000	Date
Dept.				Send to	
Clerk				Street	
How Sold				City	
Amount				State	
				Clerk No. / Store No. / Dept. No.	C. O. D.
				Instructions:	
	C . O . D .				
	TAX				
	TOTAL				
	PAID ON ACCOUNT				
000000	COLLECT C.O.D.			COLLECT C.O.D.	

000000 RECEIPT

SALES TICKET FLOW CHART



"CASH REGISTER KEYBOARD"



SUGGESTED CASH REGISTER OPERATIONS

1. ACTIVATE THE CLERK IDENTIFICATION KEY.
2. ACTIVATE THE AMOUNT KEY.
3. ACTIVATE THE DEPARTMENT KEY THAT IDENTIFIES THE ITEM.
4. ACTIVATE THE MOTOR BAR (RECORDS CLERK, PRICE, AND DEPARTMENT).
5. <u>EXCLUDING STEP 1, THIS PROCEDURE MUST BE FOLLOWED FOR EACH ITEM.</u>

   NOTE: ERRORS CAN BE CORRECTED BY PULLING THE CORRECTION LEVER PRIOR TO ACTIVATING THE MOTOR BAR.
6. AFTER REGISTERING ALL ITEMS, MOVE THE TOTAL CONTROL LEVER TO SUB-TOTAL AND ACTIVATE THE MOTOR BAR.
7. ADD ANY APPLICABLE TAX BY ACTIVATING THE AMOUNT KEY AND THEN THE TAX KEY AND MOTOR BAR.
8. LOWER THE TOTAL CONTROL LEVER TO ITEM TOTAL POSITION AND ACTIVATE THE MOTOR BAR.

SUGGESTED CASH REGISTER OPERATIONS (CONTINUED)

9. REGISTER DRAWER WILL NOW OPEN.

10. ANNOUNCE TO CUSTOMER THE TOTAL AMOUNT OF THE SALE.

11. ACCEPT CUSTOMER'S MONEY AND RETURN CHANGE.

12. TEAR OFF RECEIPT AND SACK PURCHASE, PLACING RECEIPT IN CUSTOMER'S PACKAGE.

TYPICAL CASHIER-CHECKER
MATHEMATICAL ACTIVITIES

Give these a try. Work as quickly as you can, but remember accuracy is more important than speed.

1. Add the following:

$2.88	$1.00	$19.85	$.15	$29.88
1.99	2.50	15.00	.45	45.99
11.25	4.00	9.99	.33	
		8.88	.88	
			.13	
			.44	

2. Shirts are 2 for $9.00, slacks are $13.50 each; how much would 2 shirts and two pair of slacks cost? _____

3. 10% of $12.00 is $_____

4. 5 cans of corn is $1.00; how much would one can cost? _____

5. Subtract the following:

22.99	7.66	10.44	6.00	5.95
-6.99	-2.33	-2.99	-.99	-.99

6. 3 ties at $2.50 each would cost: $_____

7. A customer makes the following purchases. What would the total purchase price be if there is a 5% sales tax.

   2 shirts at $5.00 each
   3 slacks at $12.00 each
   1 belt at $6.00
   3 pairs of socks at $1.25 a pair
   1 pair of shoes at $17.50 a pair

8. 5% of $24.50 is _____
   5% of $2.50 is _____
   5% of $13.33 is _____

9. $10.00 less 15% is _____

10. 25% of $17.66 is _____

11. 3 cans of beets are $1.00. 1 can is $.35. How much will

1 can of beets cost? _____
2 cans of beets cost? _____
3 cans of beets cost? _____
6 cans of beets cost? _____

CHANGE MAKING

PRACTICE

TOTAL $ AMOUNT OF PURCHASE		MONEY RENDERED		CHANGE TO BE RETURNED									
				1¢	5¢	10¢	25¢	50¢	$1	$5	$10	$20	$50
$	¢	$	¢										

SUGGESTIONS FOR MAKING CHANGE

1. ORALLY STATE THE AMOUNT RENDERED BY CUSTOMER.

2. PLACE REMITTANCE ON REGISTER PLATFORM.

3. START COUNT FROM THE AMOUNT OF PURCHASE AND ADD UP TO THE AMOUNT RENDERED.

4. USE THE LARGEST DENOMINATIONS OF COINS AND BILLS AVAILABLE.

5. ORALLY COUNT CHANGE TO CUSTOMER.

6. LOOK AND LISTEN FOR CUSTOMER ACCEPTANCE OF RETURNED CHANGE.

7. PLACE RENDERED AMOUNT IN REGISTER DRAWER ONLY AFTER ASSURANCE OF CUSTOMER ACCEPTANCE.

AN ACCEPTABLE CHECK

JOE Q. DOAKES
000 Anytown Road
Anytown, KY 00000

NO. 000

00-000
00

Date _____ 19____

Pay to the
order of _____ $_____

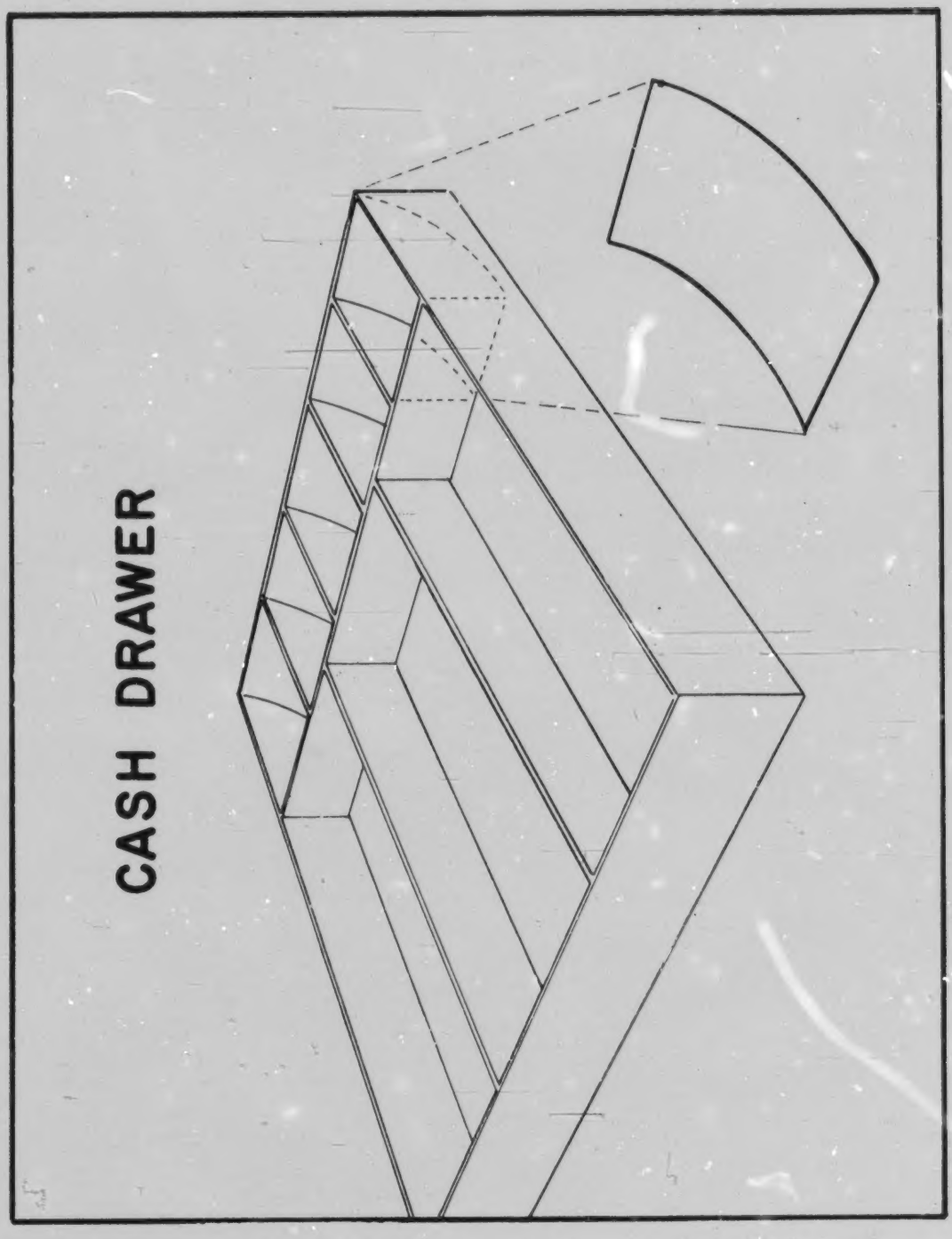
_____ DOLLARS

For _____

Anytown Bank & Trust Co.
Anytown, KY 00000

_____

000:- .000 I:I. 00.:.:000



RGILMORE C.O.C. UK 1223-16 D.E.

"EXAMPLES OF SHOW CARDS"

"EXAMPLES OF SHOW CARDS"
(Continued)

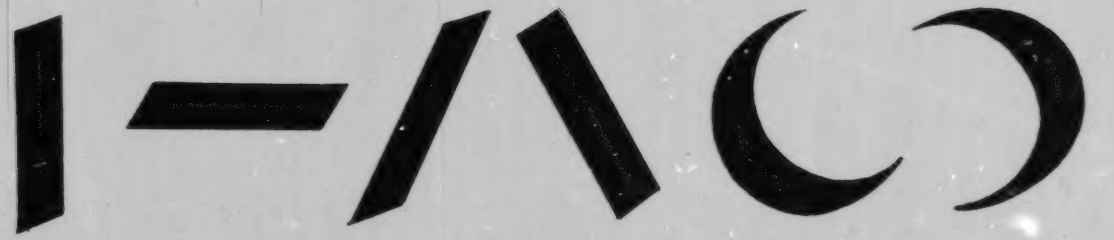
"EXAMPLES OF GOTHIC PRINT"

T. VANTREESE

"EXAMPLES OF GOTHIC PRINT"
(Continued)

The BASIC STROKES

(FOR USE WITH THE BROAD PEN)



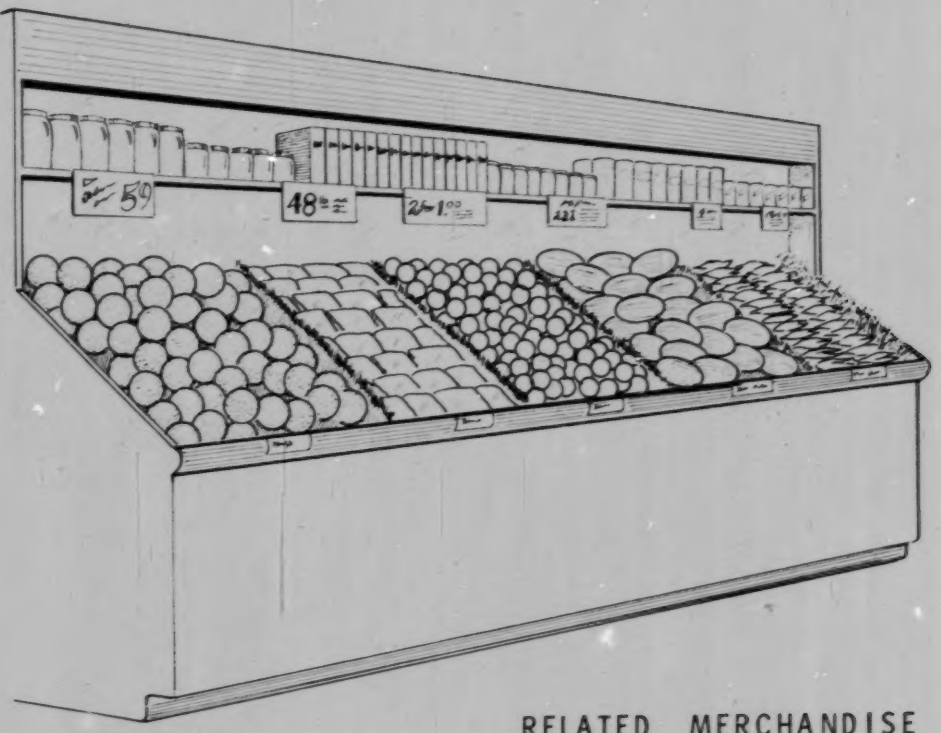
T. VANDERSEE

"EXAMPLES OF DISPLAYS"

PGILMORE CDC UK 800-80 DE.

P.GILMORE CDC UK 800-68 05

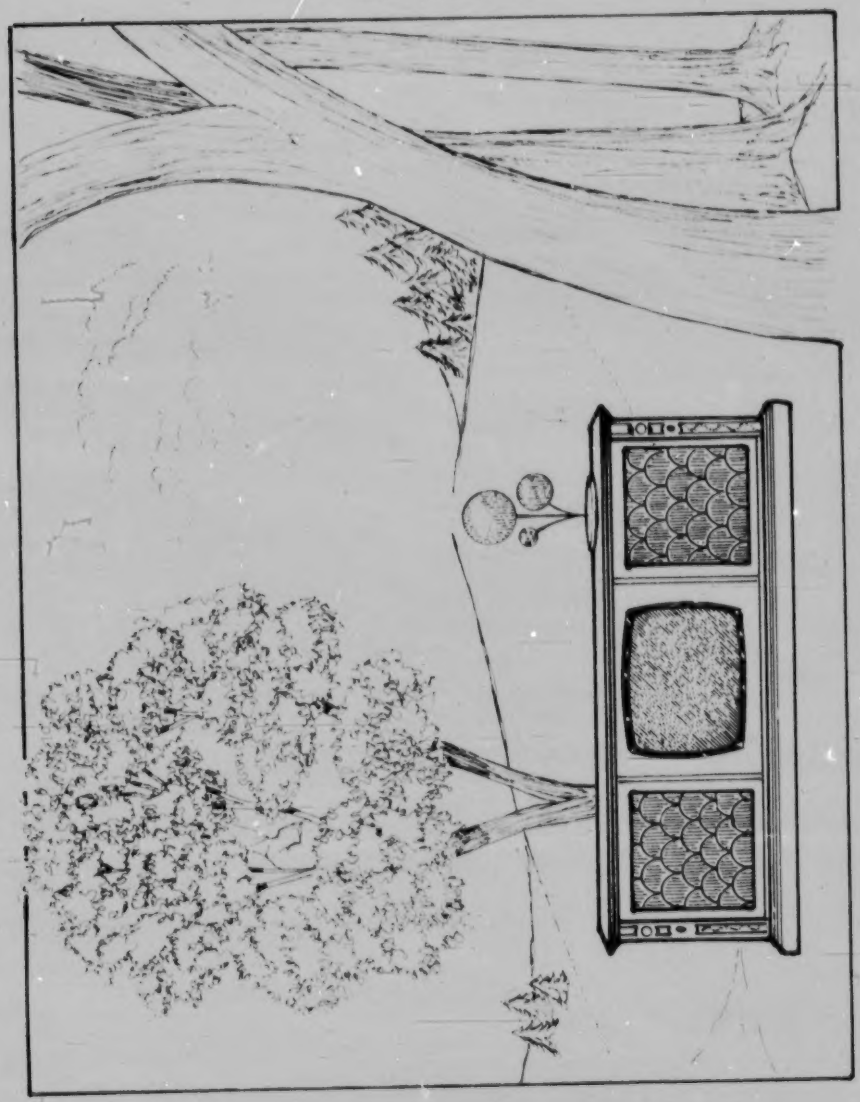
"EXAMPLES OF DISPLAYS"
(Continued)



RELATED MERCHANDISE

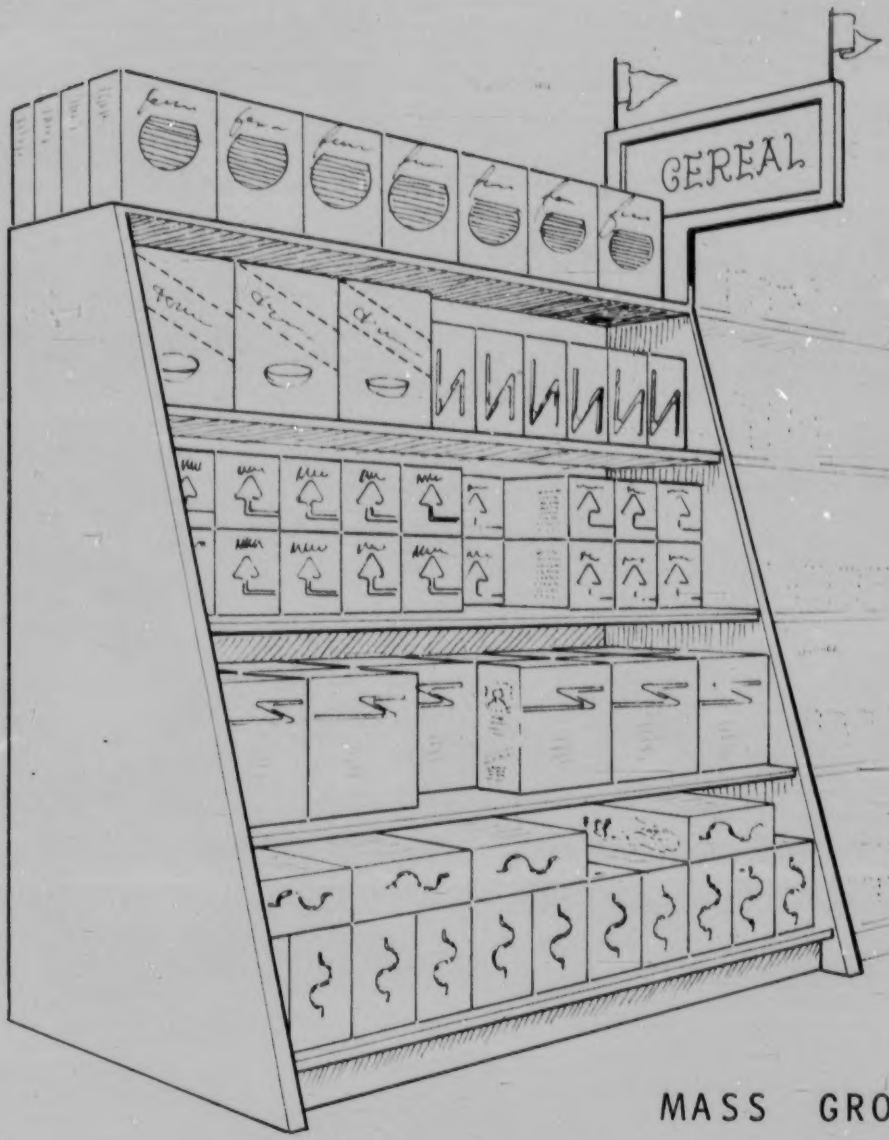
"EXAMPLES OF DISPLAYS"
(Continued)

"EXAMPLES OF DISPLAYS"
(Continued)



R.GILMORE. CDC UH 800-32 DE

"EXAMPLES OF DISPLAYS"
(Continued)

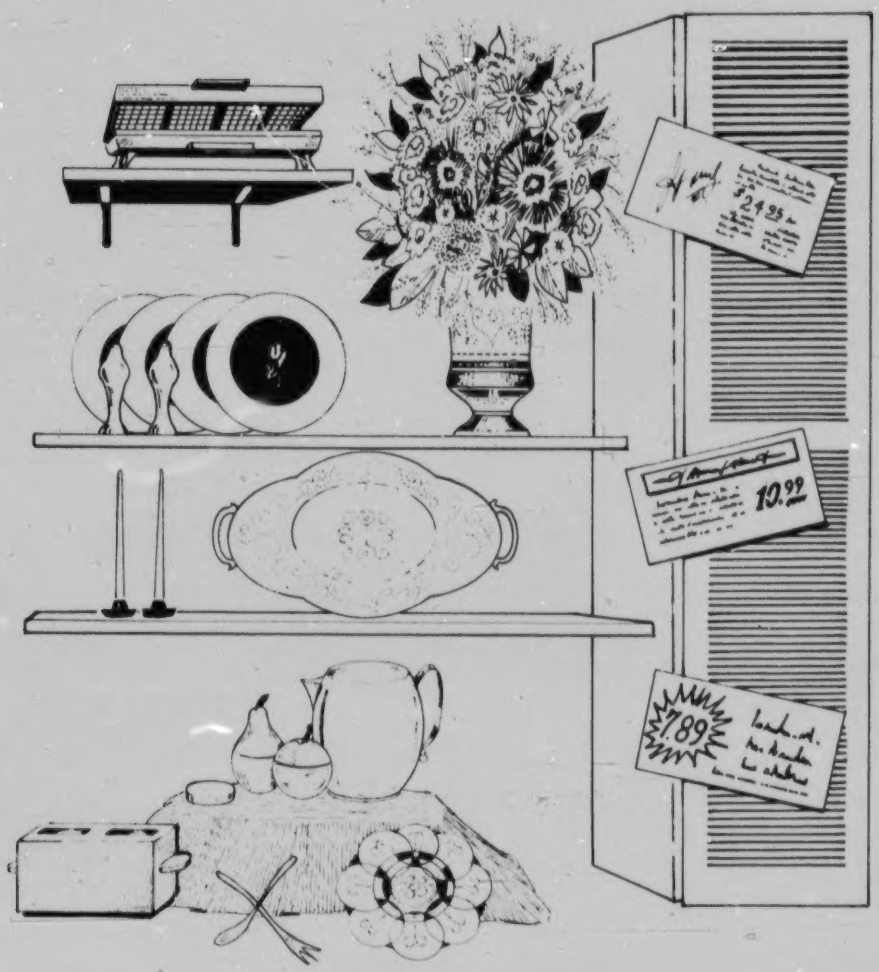


MASS GROUPING

"EXAMPLES OF DISPLAYS"
(Continued)

SEASONAL SHOP IN A DEPARTMENT

"EXAMPLES OF DISPLAYS"
(Continued)



"EXAMPLES OF DISPLAYS"
(Continued)

G. OWENS, CURR. DEV. CNTR., U.K. 809-101

"EXAMPLES OF DISPLAYS"
(Continued)

OWENS, CURR DEV. CNTR., U.K. 1800-101

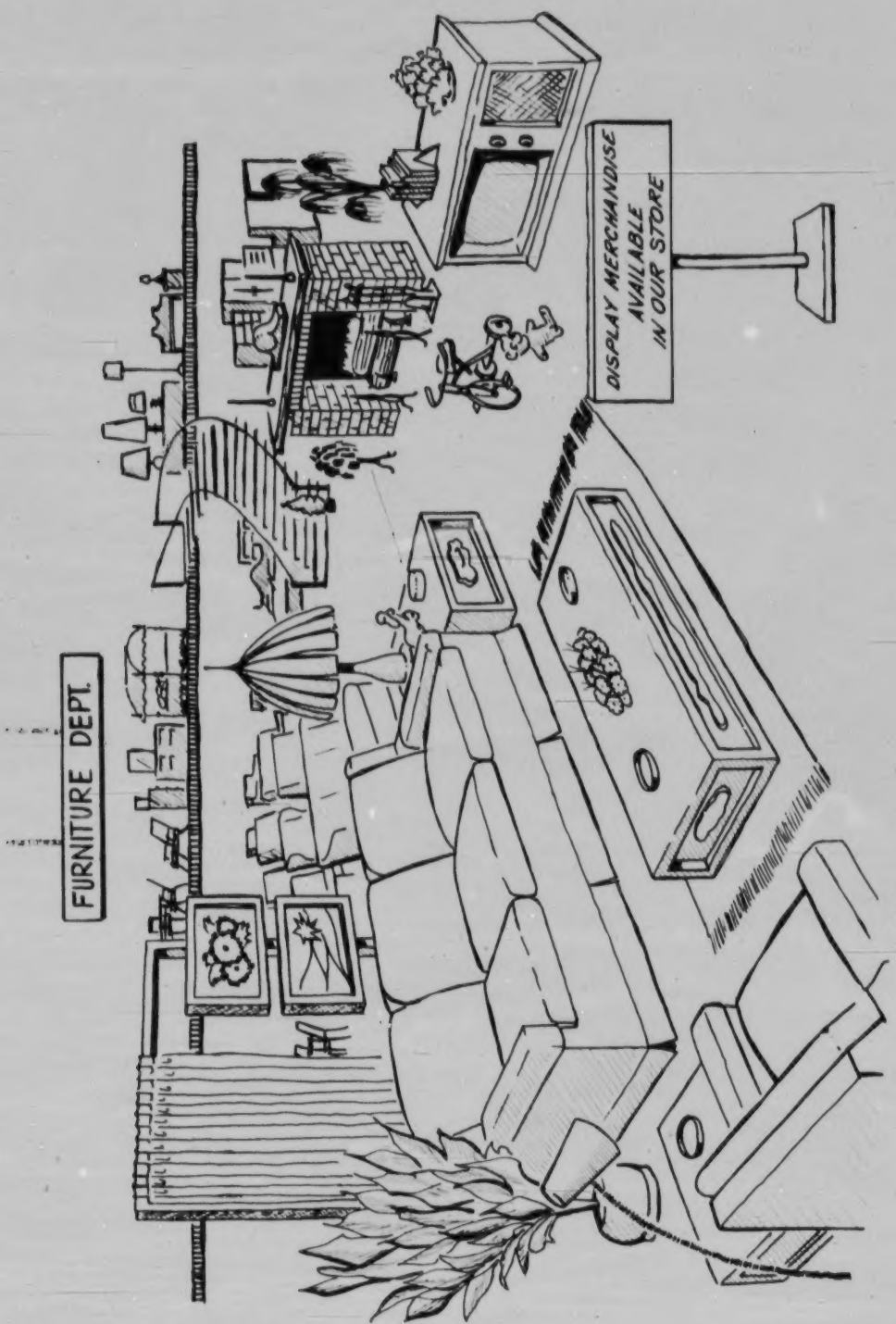
"EXAMPLES OF DISPLAYS"
(Continued)

G OWENS, CURR DEV CNTR, U.K. 800-87

"EXAMPLES OF DISPLAYS"
(Continued)

D. PHIPPS UK. DE

"EXAMPLES OF DISPLAYS"
(Continued)



R. GILMORE CURR. DEVE. CNTR. UK

PLANNING A DISPLAY

THE PLAN SHOULD INCLUDE:

THEME

Title
Color Scheme
Type of Merchandise to be Shown

LIST OF MATERIALS

Mannequins
Props
Merchandise
Lights and Light Fixtures
Show Cards
Tools for Building Displays
Materials for Building Displays
1. Nails
2. Pins
3. Tissue Paper
4. Others

DRAWING SKETCH OF DISPLAY

Show Placement of Props and Merchandise
Illustrate Use of Balance
1. Formal
2. Informal

"PLANNING A DISPLAY"
(Continued)

DISPLAY PLANNING SHEET

STUDENT'S NAME _____

DATE _____

WHAT MARKET ARE YOU TRYING TO REACH? _____

_____

THEME _____

COLOR SCHEME _____

_____

TYPE OF MERCHANDISE TO BE SHOWN _____

_____

LIST OF MATERIALS - PROPS

_____

_____

_____

_____

"PLANNING A DISPLAY"
(Continued)

TOOLS

_____

_____

_____

_____

MATERIALS (miscellaneous display items)

_____

_____

_____

_____

_____

MERCHANDISE

_____

_____

_____

_____

_____

"PLANNING A DISPLAY"
(Continued)

LIGHTS AND LIGHT FIXTURES

_____

_____

_____

_____

_____

_____

SHOW CARDS

_____

_____

_____

_____

_____

"PLANNING A DISPLAY"
(Continued)

SKETCH OF DISPLAY

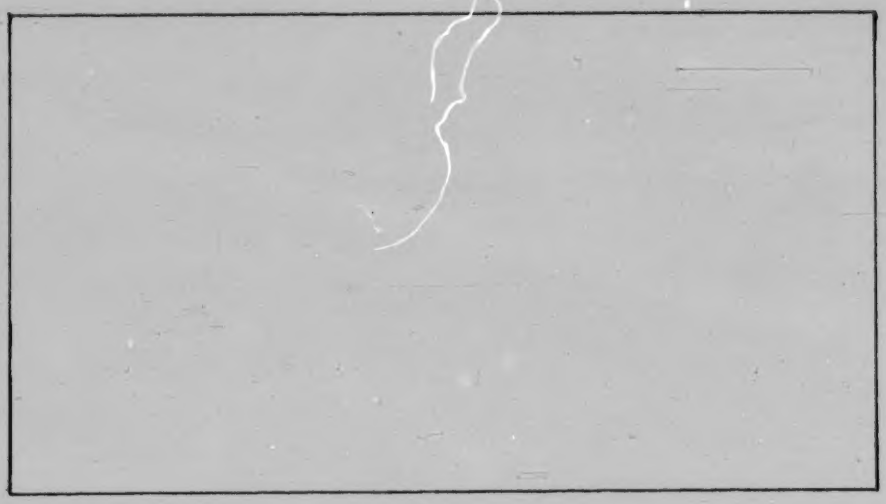
ILLUSTRATE PLACEMENT OF PROPS

ILLUSTRATE PLACEMENT OF MERCHANDISE

ILLUSTRATE KIND OF BALANCE TO BE USED

--Formal
--Informal

ILLUSTRATE USE OF LIGHTING



HOW TO CONSTRUCT A DISPLAY _____ 1.

1. "IDEA"

2. "PLANNING"

3. "SKETCHING"

4. "GATHER MATERIAL"

R GILMORE ©DC UK 1223-19 DE

HOW TO CONSTRUCT A DISPLAY_____2.

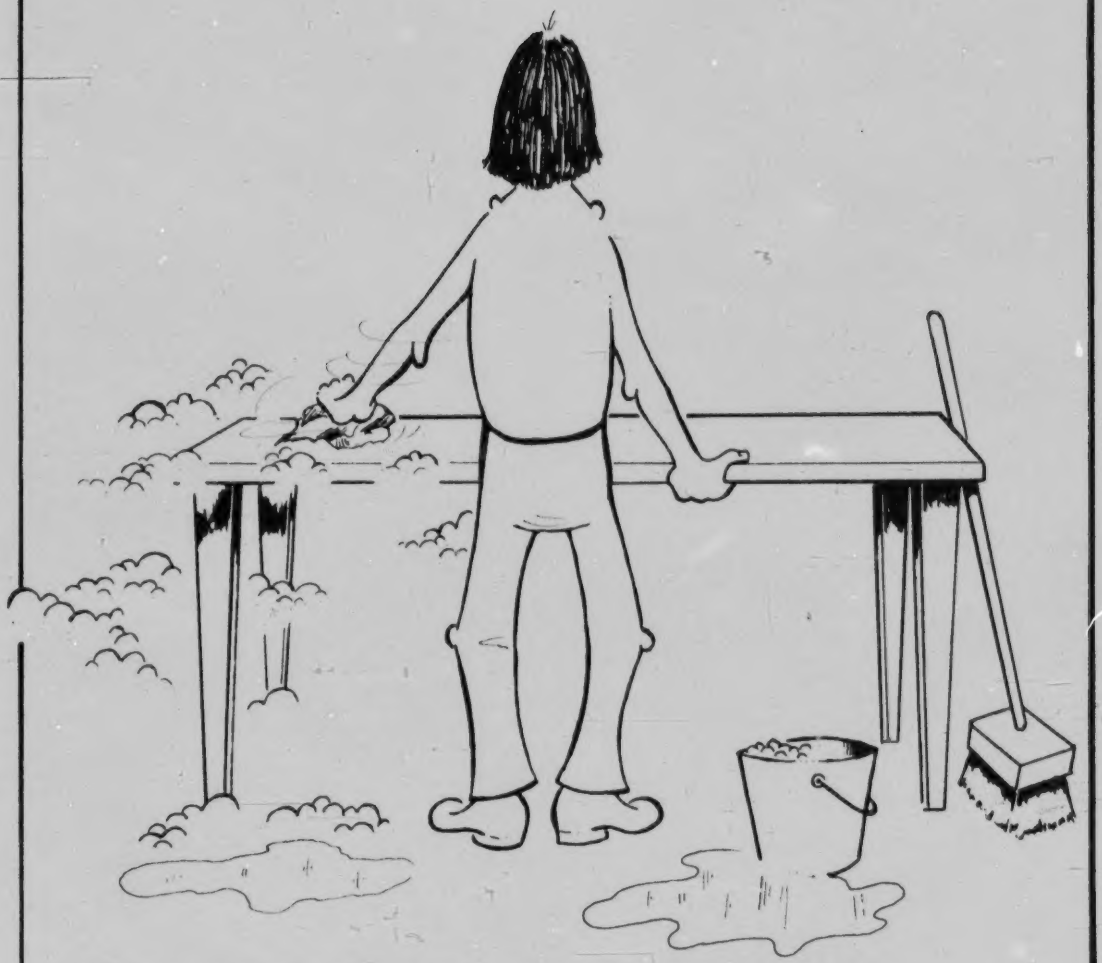
RGILMORE COC UK 1223-20 DE

HOW TO CONSTRUCT A DISPLAY 3.

COLLECTING MATERIALS

RGILMORE. CDC UK 1223-21 DE

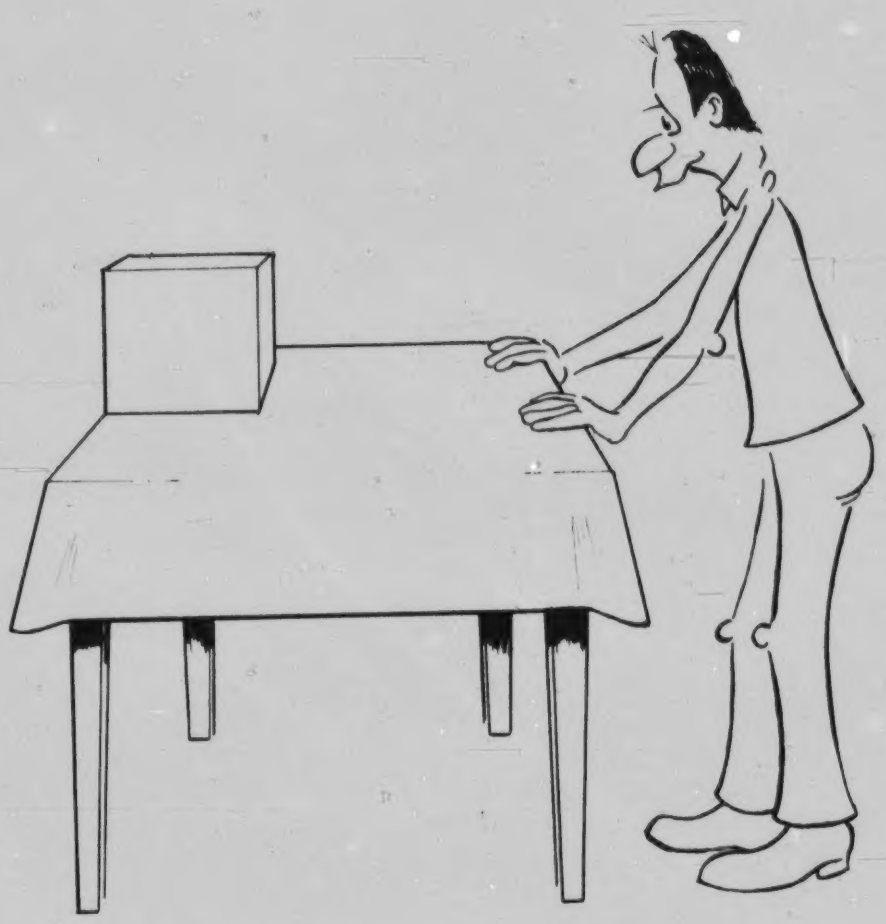
HOW TO CONSTRUCT A DISPLAY_____4.



CLEAN THE DISPLAY AREA

R.GILMORE C.D.C. UK 1223-22 D.E.

HOW TO CONSTRUCT A DISPLAY_____5.



READY FOR DISPLAY ITEMS

HOW TO CONSTRUCT A DISPLAY_____6.

PLACING ITEMS ON DISPLAY TABLE

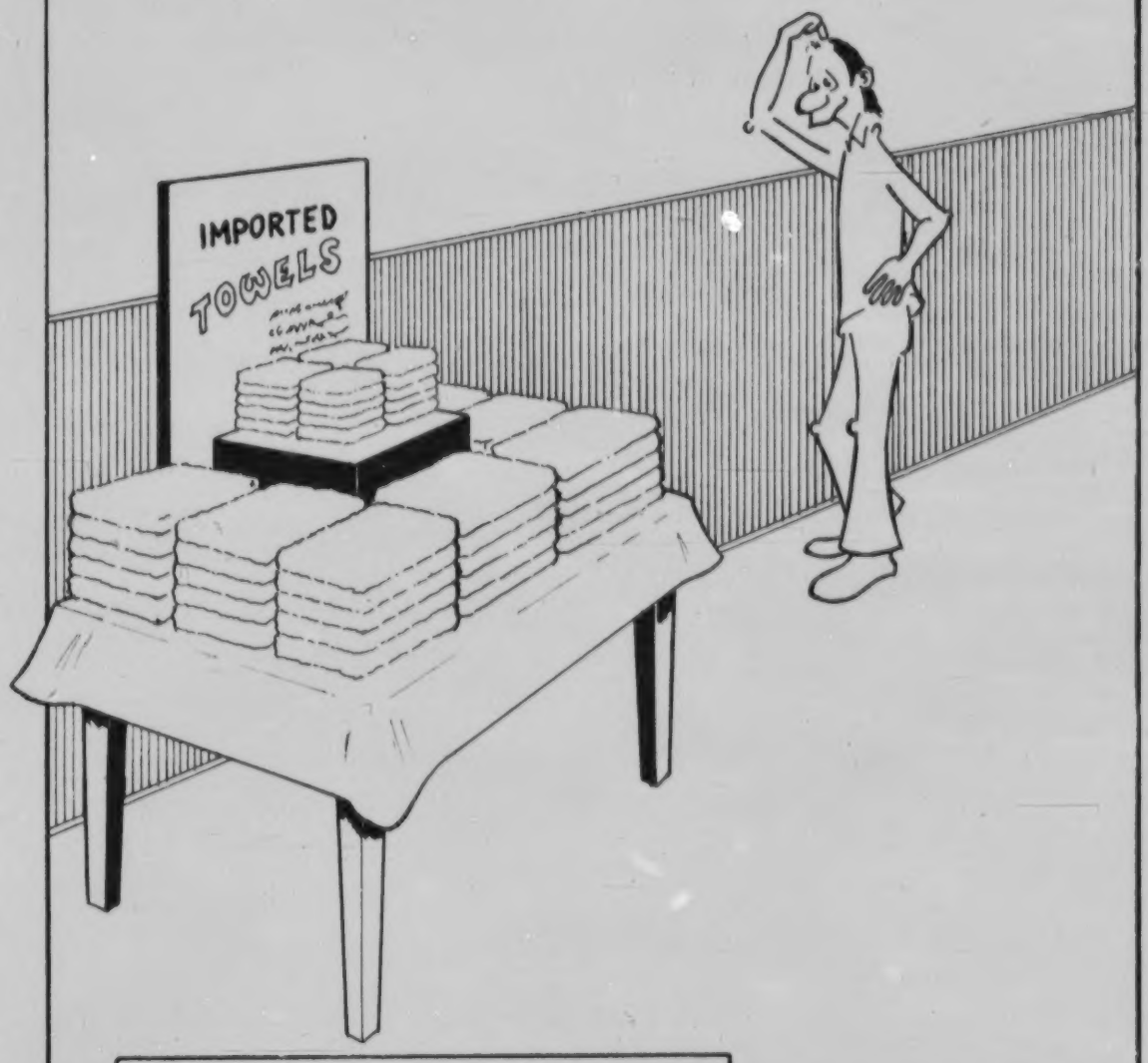
R.GILMORE C.D.C. UK 1223-24 Q.E.

HOW TO CONSTRUST A DISPLAY_____7.

COMPLETE THE DISPLAY WITH SIGN

RGILMORE C.D.C. UK 1233-25 DS.

HOW TO CONSTRUCT A DISPLAY_____8.



EVALUATE THE DISPLAY

R GILMORE C.O.C. UK 1223-26 D.E.

VISUAL DISPLAY

RATING SHEET

FACTOR	Excellent	Very Good	Good	Fair	Poor	Judged Points
Power to attract attention	15	12	9	6	3	
Selling power	15	12	9	6	3	
Domination of central item	10	8	6	4	2	
Suitability of props (related items, etc.)	5	4	3	2	1	
Arrangement (design line, etc.)	10	8	6	4	2	
Use of color	5	4	3	2	1	
Attractiveness	10	8	6	4	2	
Technical Excellence (Is merchandise well folded, draped, placed, etc.?) (Is space properly used?)	10	8	6	4	2	
Originality	10	8	6	4	2	
Cleanliness and neatness	10	8	6	4	2	
TOTAL POINTS	100					

SHOES

R GILMORE CDC UW 1223-2 DE

SUGGESTIONS FOR CREATING
A GOOD AD

1. Design your ad so that it is easily related to the store.

   a. Be distinctive in the following ways:

      (1) Illustrations
      (2) Lay-out
      (3) Type faces
      (4) Appearance
      (5) Style

2. Avoid confusing layouts.

   a. Too many type faces often create reader confussion.

   b. Layout should lead the reader in the following steps:

      (1) Headline to
      (2) Illustration to
      (3) Copy to
      (4) Price to
      (5) Logo or Store Signature

3. Attract reader's attention with a highlighted element.

   a. Artwork
   b. Large headline
   c. Photographs of real people
   d. Action pictures
   e. Photographs of local people or places

4. Direct headline to the customer

   a. Use the "You" approach (what benefit will reader get from reading ad).
   b. White space aids in making ad highlighted elements stand out.

5. Make copy complete.

   a. Enthusiastic
   b. Sincere
   c. Complete sentences
   d. Written about benefits to reader

6. Include price or range of prices

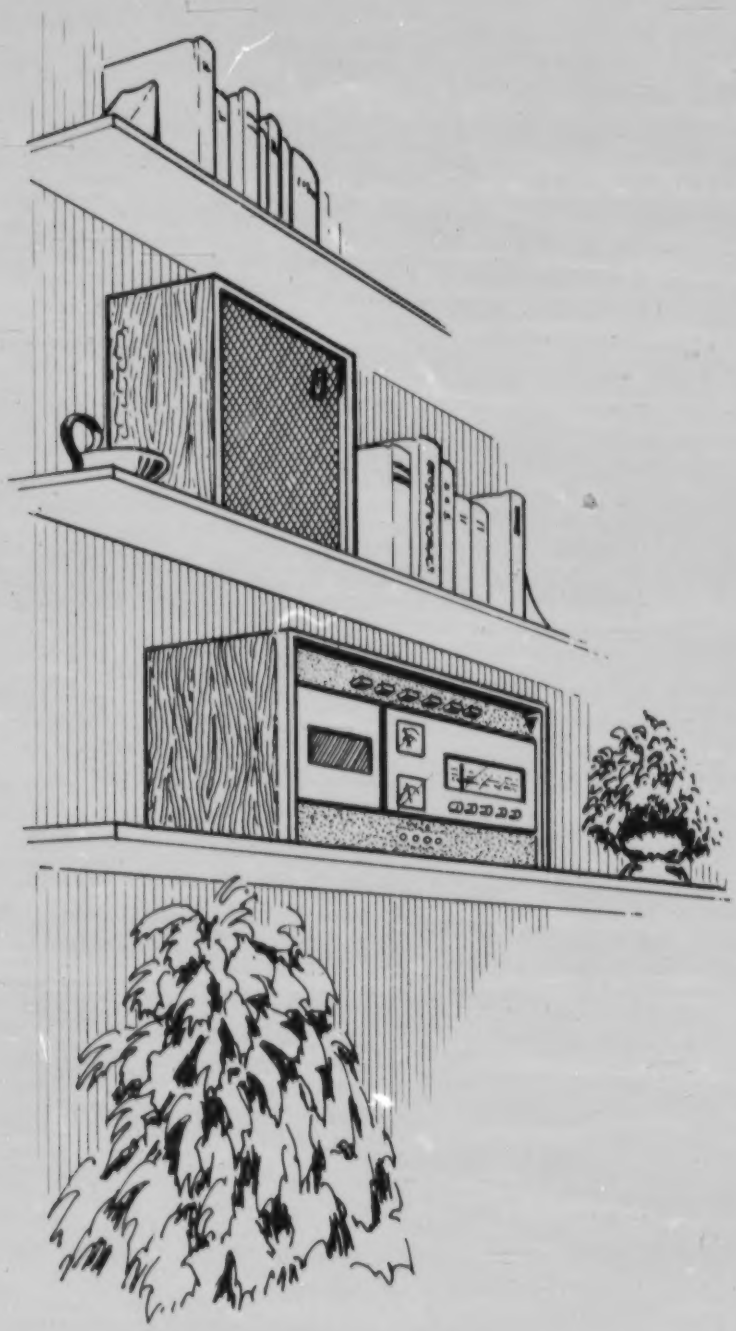
   a. If sale item, point out savings.

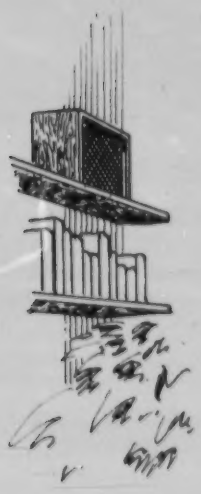
7. Include brand name when known by reader.

8. When advisable, include related items.

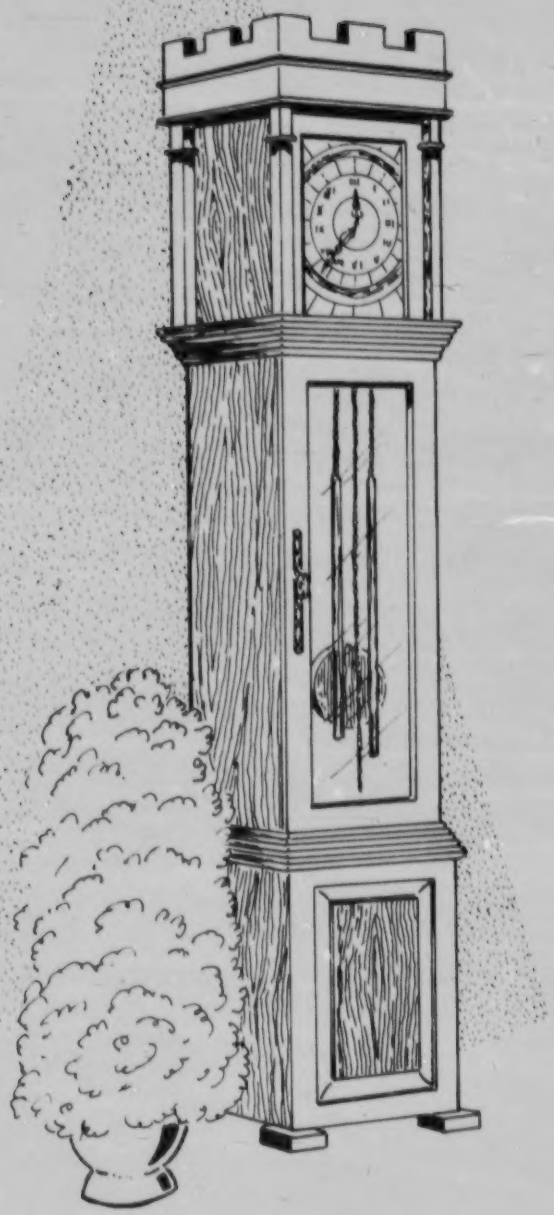
9. Ask for readers to buy now.

A D S

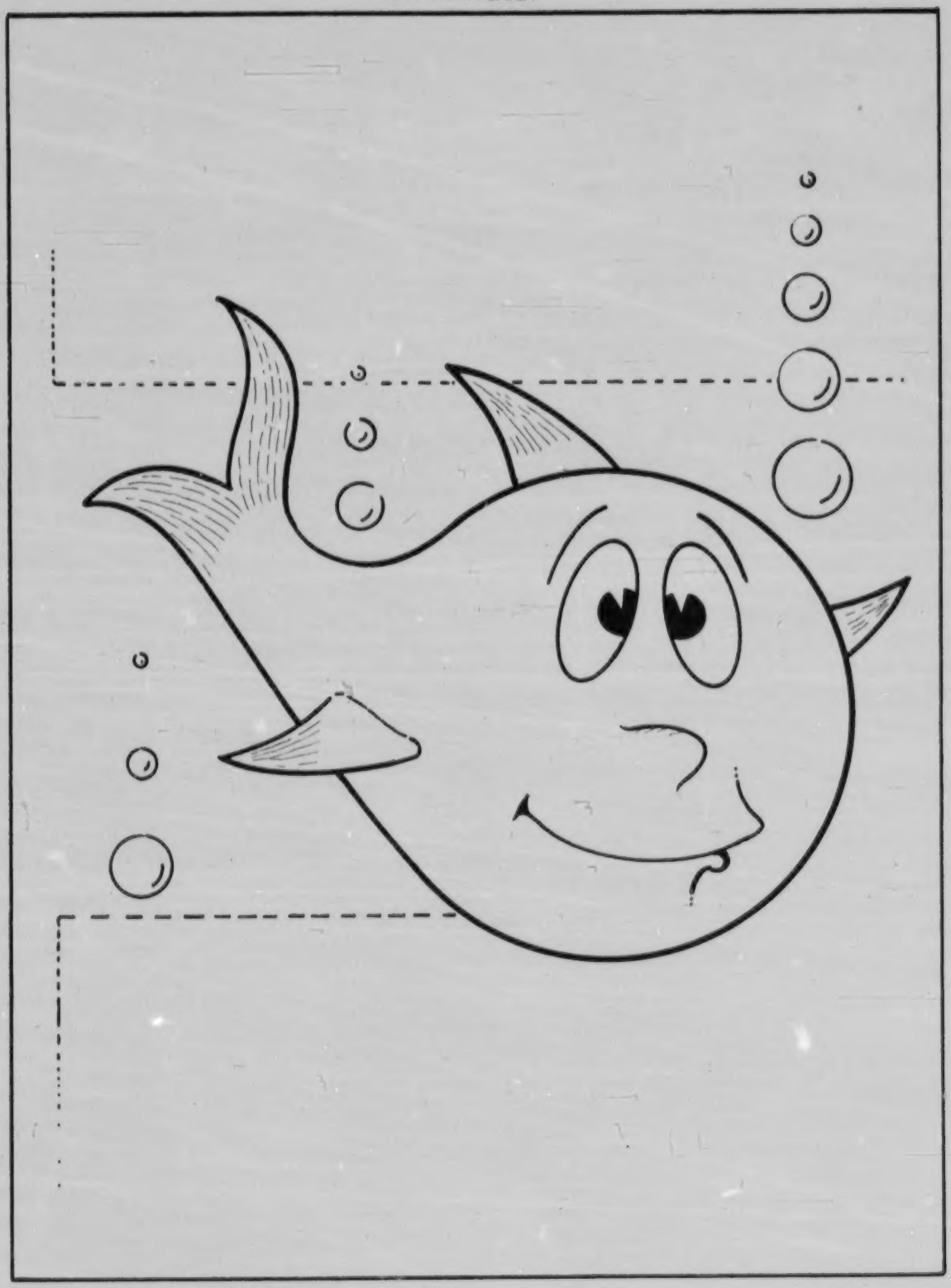




ROLMOFF CDC JK 423-Y DE



RGILMORE CDC UX 1223-5 DE



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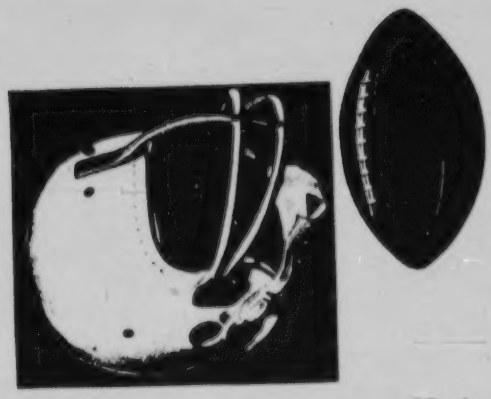
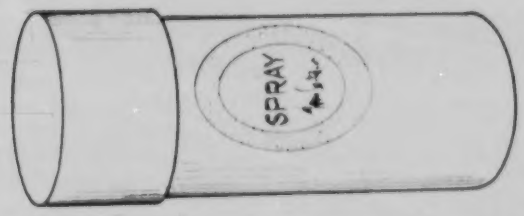
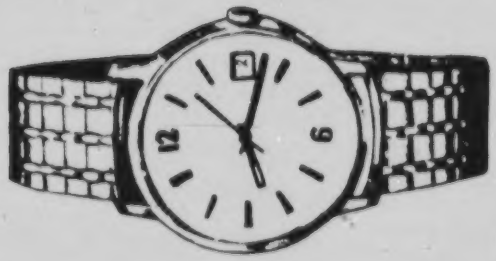
CUTOUTS

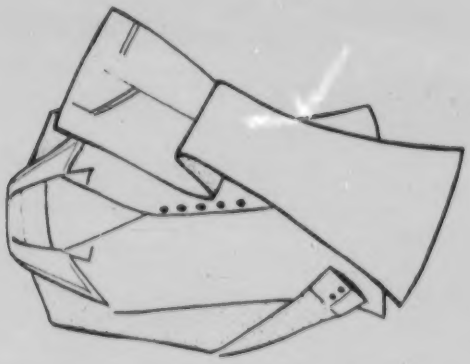


CUT ALONG DOTTED LINE



CUT ALONG DOTTED LINES





CUT ALONG DOTTED LINES

SOME AD WRITING TAKE CARES

1. TAKE CARE TO INCLUDE STORE NAME AND ADDRESS (Signature).

2. TAKE CARE WHEN TRYING TO BE TOO CLEVER

   -OFTEN MISUNDERSTOOD

3. TAKE CARE IN USING DIFFICULT AND UNUSUAL WORDS.

   -WORDS CAN BE CONFUSING AND MISUNDERSTOOD.

4. TAKE CARE TO BE SPECIFIC.

5. TAKE CARE AND AVOID EXCESSIVE CLAIMS.

SUGGESTED HEADLINES

LIVE A LITTLE

DINE OUT IN COMFORT

WE ARE THINKING OF YOU

YOUR TIME CAN BE LEISURE TIME

OUR THANKS TO YOU

CLEARANCE SALE

FOR YOUR COMFORT

A SUGGESTION FOR YOUR ENJOYMENT

CRITERIA FOR ADVERTISEMENT LAYOUT

	YES	NO
Does it catch the eye of the reader?	_____	_____
It is distinctive?	_____	_____
Is it clear?	_____	_____
Does it communicate the idea of interest to the reader?	_____	_____
Does it encourage going through the entire advertisement?	_____	_____
Is the most important idea given the most important attention?	_____	_____
Can anything be left out without imparing the message?	_____	_____
Does it leave the desired impression about the product?	_____	_____

Sales, ... A TWO-SIDED CONVERSATION.

A. GILMORE C.D.C. UK 1223-1 D.E.

PLANNING A SALES PRESENTATION

INCLUDE THE FOLLOWING.

I. PRODUCT INFORMATION

II. ANSWERS TO PROSPECTIVE CUSTOMER'S QUESTIONS

III. PRODUCT OR SERVICE SELLING FEATURES

IV. ANTICIPATED ANSWERS TO PROSPECTIVE CUSTOMER'S SALES OBJECTIONS

V. WAYS TO DEMONSTRATE OR EXHIBIT PRODUCT

VI. INFORMATION REGARDING SIMILIAR OR COMPETING PRODUCTS

PLANNING MY SALES

PRESENTATION

My Product:_____

Sales Approaches I Plan to Use:_____

_____

_____

Selling Features or Product I Plan to Highlight_____

_____

_____

_____

_____

Questions Prospective Customers May Ask Me_____

_____

_____

_____

_____

_____

Answers to These Questions_____

_____

_____

_____

Objections Prospective Customers May Raise_____

_____

_____

_____

Answers To These Objectives_____

_____

_____

Activities I May Have To Do At The Close of Sale_____

_____

_____

_____

COLLECTING AND ORGANIZING

PRODUCT INFORMATION

This form will assist you in organizing product information regarding the product which you are going to use in making a sales presentation. Use it as an aid for recording product information, but keep in mind that all products do not have all of the listed characteristics.

Name of product or service:_____

Manufacturer of product:_____

Letter written:_____

Information received:_____

Retailer of product:_____

Interview conducted:_____

User of product:_____

Interview conducted:_____

INFORMATION THAT WILL BENEFIT THE PROSPECTIVE CUSTOMERS

1. Size (s) _____
2. Color (s)_____
3. Weight_____
4. Composition of product _____
5. Construction_____

   _____
6. Finish_____
7. Feel_____
8. Odor or taste_____
9. Price (s) _____
10. Packaging_____
11. Brand name_____

12. Designer_____

13. History or background_____

_____

14. Availability_____

15. Ease or repair_____

16. Servicing_____

17. Alterations_____

18. Guarantee or warrantee _____

19. Operation_____

20. Wear_____

21. Prepare_____

22. Assemble_____

23. Apply_____

24. Arrange_____

25. Place or display_____

26. Adjust_____

27. Clean_____

28. Store_____

29. Repair_____

30. Service_____

Oil:_____

Grease:_____

SELLING FEATURES

1. Appearance:
2. Odor:
3. Sound:
4. Comfort:
   - warmth
   - coolness
   - softness
5. Protection to health:
6. Relaxation:
7. Contribution to knowledge:
8. Uses: (other than normal)
9. Serviceability:
10. Ease of operation:
11. Labor saving features:

UNIT THREE

EXPLORING AN OCCUPATION

OF

MARKETING AND DISTRIBUTION

UNIT PURPOSE: To provide students with information regarding a specific marketing and distributive occupation

PERFORMANCE OBJECTIVE: The student will be able to

I. Select a marketing and distributive occupation of their choice and write a description of it.

I. The student will be able to select a marketing and distributive occupation of their choice and write a description of it.

A. Suggested Content

1. Examples of marketing and distributive occupational areas and related jobs

a. Advertising Services: Occupations of people who are involved in planning, developing, placing and evaluating the creation and sales promotion activities that use displays, merchandising aids and mass media in such businesses as advertising agencies, display houses, retail and wholesale establishments and production industries

(1) Market research analyst
(2) Copywriter
(3) Advertising lay-out person
(4) Advertising production manager
(5) Display manager
(6) Time and space buyer
(7) Advertising assistant
(8) Direct-mail specialist
(9) Advertising manager
(10) Advertising director
(11) Advertising agency manager
(12) Account executive
(13) Merchandising displays and specialists department director
(14) Public-relations person
(15) Dealer-contact person
(16) Public program supervisor
(17) Sales-service person
(18) Counter clerk
(19) Trading stamps salesperson
(20) Leaseperson
(21) Radio and television time salesperson
(22) Art salesperson
(23) Signs and displays salesperson
(24) Signs salesperson
(25) Display person
(26) Decorator
(27) Advertising-display rotator
(28) Sample Distributor crew supervisor
(29) Sample distributor
(30) Traveling display attendant
(31) Hand sign writer

b. Apparel and Accessories: Occupations of people who perform activities related to the variety of sales, fashion coordination, and sales-supporting tasks in retail and wholesale businesses that are engaged in selling clothing of all kinds including related articles for personal wear and adornment

(1) Fashion coordinator
(2) Sample person
(3) Salesperson
    (a) Orthopedic shoes
    (b) Footwear
    (c) Men's and boys' clothing
    (d) Uniforms
    (e) Women's and girls' apparel
    (f) Corsets
    (g) Fashion accessories
    (h) Furs
    (i) Men's furnishings
    (j) Shoes
    (k) Infants' and children's wear
    (l) Millinery
    (m) Women's garments
    (n) Leather goods
    (o) Textile designs
    (p) Shoe leather and findings
    (q) Jewelry and optical goods
    (r) Jewelry
(4) Fur-storage clerk
(5) Women's apparel stock person

c. Automotive: Occupations of people who perform a variety of sales and sale/supporting activities in retail, wholesale and service businesses engaged in selling, renting, storing, or servicing cars and trucks and in selling automotive parts, accessories, and equipment

(1) Spare-parts field representative
(2) Parts manager
(3) Service manager
(4) Storage garage manager
(5) Vehicle leasing and rental manager
(6) Service-management specialist
(7) Service representative
(8) Salesperson
    (a) Automobile
    (b) Automobile parts
    (c) House trailers
    (d) Motor vehicles and supplies
    (e) Parts
(9) Car locator
(10) Car-wash supervisor
(11) Automobile appraiser
(12) Autobobile-repair-service salesperson
(13) Parking-lot attendant
(14) Car rental dispatcher
(15) Car rental clerk

d. Finance and Credit: Occupations of people who perform business activities for institutions engaged in deposit banking and related services, extending credit in the

form of a loan, services allied with the exchange of securities and commodities or consumer credit and collections

(1) Broker-and-market operator
(2) Broker's floor representative
(3) Financial institution manager
(4) Bank cashier
(5) Foreign-exchange trader
(6) Securities trader
(7) Credit union supervisor
(8) Credit analyst
(9) Brokerage clerk
(10) New-accounts teller
(11) Salesperson
    (a) Securities
    (b) Financial service
    (c) Investment and tax counseling service

e. Floristry: Occupations of people who perform a variety of sales and sales supporting activities in retail and wholesale businesses that are engaged in selling floral arrangements, cut flowers, growing plants, artificial plants, and related items for ornamental use

(1) Floral designer
(2) Salesperson
    (a) Flowers
    (b) Florist supplies

f. Food Distribution: Occupations of people who perform a variety of sales and sales supporting activities in businesses primarily engaged in selling food for home preparation and consumption, or selling a general or commodity line of food products at wholesale

(1) Broker
(2) Commission person, livestock
(3) Commissary person
(4) Donut shop manager
(5) Courtesy booth cashier
(6) Bakery products checker
(7) Agricultural products commission person
(8) Salesperson
    (a) Livestock
    (b) Food products
    (c) Driver
    (d) Driver helper
(9) Grocery person, journeyperson
(10) Buyer
(11) Peddler
(12) Route supervisor

(13) Supermarket department head
(14) Cashier-checker
(15) Bakery girl
(16) Bagger

g. Food Services: Occupations of people who perform activities related to the sales and sales supporting tasks in businesses serving prepared foods and services for consumption on their promises or at a place selected by the customer

(1) Manager
    (a) Food concession
    (b) Catering
    (c) Liquor establishment
    (d) Restaurant or coffee shop
(2) Food checker
(3) Salesperson
    (a) Hotel and restaurant equipment and supplies
    (b) Food-vending service
    (c) Vending and coin machines
(4) Lunch-truck driver
(5) Coin-vending-machine collector
(6) Wine steward
(7) Steward
(8) Restaurant or coffee shop hostess

h. General Merchandise: Occupations of people who perform activities that are related to a variety of sales and sales supporting tasks for businesses primarily engaged in selling various types of merchandise at retail in department stores, junior department stores, variety stores, general merchandise stores, discount stores and catalog houses

(1) Buyer
(2) New-account clerk
(3) Salesperson
    (a) Yard goods
    (b) Cosmetics and toiletries
    (c) China and glassware
    (d) Silverware
    (e) General
    (f) Flying squad
    (g) Building and construction equipment and supplies
    (h) Construction machinery
    (i) Hardware supplies
    (j) General hardware
    (k) Cattle and poultry food supplements
    (l) Dairy supplies
    (m) Farm and garden equipment and supplies
    (n) Tractor and farm implements
(4) Sales attendant
(5) Sales clerk

(6) Auctioneer
(7) Personal shopper
(8) Comparison shopper
(9) Demonstrator
(10) Manager
    (a) Department
    (b) Store
    (c) Merchandise
    (d) Trainee
    (e) Service department
(11) Bridal consultant
(12) Deliveryman
(13) Assistant buyer
(14) Service director
(15) Junior executive
(16) Marker
(17) Cashier
(18) Collector
(19) Adjustment clerk
(20) Sales-clerk writer
(21) Contract clerk
(22) Yardperson

i. Hardware, Building Materials, Farm and Garden Supplies and Equipment: Occupations of people who perform activities that are related to various sales and sales supporting tasks in businesses engaged primarily in selling one or more of the following product lines at retail, at wholesale, or to contractors: Hardware, paints, wallpaper, lumber, building materials, supplies, and equipment for home construction, or farm and garden supplies and equipment

(1) Manager, service department
(2) Contract clerk
(3) Yardperson
(4) Salesperson
    (a) Building and construction equipment and supplies
    (b) Construction machinery
    (c) Hardware supplies
    (d) Cattle and poultry food supplements
    (e) General hardware
    (f) Dairy supplies
    (g) Farm and garden equipment and supplies
    (h) Poultry equipment and supplies
    (i) Tractor and farm implements

j. Home Furnishings: Occupations of people who perform activities that relate to various sales and sales supporting tasks in retail and wholesale businesses engaged primarily in selling home furnishings, such

as furniture, household appliances, floor coverings, draperies, and specialized lines of home items.

(1) Second-hand furniture dealer
(2) Appliance-service supervisor
(3) Appraiser, furniture
(4) Salesperson
    (a) Upholstery and furniture repair
    (b) Custom drapery
    (c) Floor coverings
    (d) House furnishings
    (e) Curtain and drapery
    (f) Furniture
    (g) Hi-fi
    (h) Gas or electric appliances
    (i) Household equipment
    (j) Radio and television parts
    (k) Sewing machine
    (l) Television and appliances
(5) Floor-coverings estimator
(6) Drapery and upholstery estimator
(7) Furniture inspector

k. Hotel and Lodging: Occupations of people who perform activities that are related to the tasks of businesses which provide lodging, and meals, convention facilities, and other services on a year around or seasonal basis to the general public or to an organizations membership

(1) Manager
    (a) Hotel
    (b) Resident
    (c) Front office
    (d) Traveling
    (e) Convention
    (f) Lodging facilities
    (g) Boarding house
(2) Desk clerk
(3) Hotel clerk
(4) Travel clerk
(5) Sales representative
(6) Bell captain
(7) Baggage porter
(8) Bellman
(9) Doorman
(10) Room-service clerk
(11) Superintendent service
(12) Receiving room clerk
(13) Service superintendent
(14) Lodging facilities attendent
(15) Lodging facilities couple
(16) Club boy
(17) Checkroom attendent

l. Industrial Marketing: Occupations of people who perform activities that are related to the tasks of businesses that assist in establishing market potential and sell goods and services to businesses and institutions buyers for use in their operations

(1) Manager
    (a) Sales
    (b) Utility sales and service
    (c) Branch
    (d) Industrial organization
    (e) Technical service
(2) Manufacturers' representative
(3) Salesperson
    (a) Industrial relations
    (b) Printing
    (c) Weather forecasting
    (d) Canvas products
    (e) Paper and paper products
    (f) Pressure-sensitive tape
    (g) Chemicals and drugs
    (h) Rubber goods
    (i) Abrasives
    (j) Metals
    (k) Machinery
    (l) Lubricating equipment
    (m) Safety equipment
    (n) Textile machinery
    (o) Ultrasonic equipment
    (p) Welding equipment
    (q) Printing supplies
    (r) Church furniture and equipment
    (s) Cordage
    (t) Office machines
    (u) School equipment and supplies
    (v) Dental and medical equipment and supplies
    (w) Surgical appliances
    (x) Medical equipment and supplies
    (y) Veterinarian supplies
    (z) Religious supplies

m. Insurance: Occupations of people performing activities that are related to the tasks performed by insurance carriers of all types or by agents representing carriers and brokers who deal in the sale or placement of insurance contracts with carriers

(1) Special agent
(2) Insurance examiner
(3) Estate planner
(4) Underwriter
(5) Hospital-insurance representative
(6) Insurance manager
(7) Insurance office manager

(8) Investigator
(9) Placer
(10) Claim adjuster
(11) Claim examiner
(12) Life underwriter
(13) Salesperson, insurance

n. International Trade: Occupations of people who perform activities related to the tasks performed by business establishments concerned with export sales, trade controls, foreign operations, attitudes, monetary problems, and other elements in international marketing

(1) Export manager
(2) Import-export agent
(3) Customs-house broker

o. Personal Services: Occupations of people who perform activities that are related to the tasks performed by businesses primarily engaged in providing services. Generally these services are concerned with personal improvement and the care of a person or his apparel. Included are laundries and dry cleaning establishments, shoe repair shops, funeral homes, photographic studios, and dance or art studios.

(1) Manager
  (a) Photograph gallery or studio
  (b) Barber shop
  (c) Beauty shop
  (d) Cemetery
  (e) Sales
  (f) Branch store
(2) Photographer street
(3) Funeral director
(4) Laundry superintendent
(5) Dry-cleaning superintendent
(6) Repair estimator
(7) Service-establishment attendant

p. Petroleum: Occupations of people who perform activities that are related to the variety of sales and sales supporting tasks performed by retail or wholesale businesses that are engaged in the distribution of petroleum products

(1) Manager
  (a) Contracts
  (b) Bulk plant
  (c) Store
  (d) Leasing
(2) Field representative
(3) Leasemen
(4) Geophysical prospecting permit agent
(5) Oil field supplies and equipment salesperson

(6) Oil dispatcher
(7) Automobile-service-station attendant
(8) Automobile-self-serve-station attendant

q. Real Estate: Occupations of people who perform activities that are related to tasks performed by business in real estate brokerages or other firms engaged in buying, selling, appraising, renting, managing, and leasing of real property.

(1) Manager
    (a) Industrial development
    (b) Franchise promotion
    (c) Apartment house
    (d) Housing project
    (e) Property
    (f) Retail department
(2) Property-rental agent
(3) Real-estate agent
(4) Market master
(5) Building superintendent
(6) Business broker
(7) Right-of-way-agent
(8) Real estate appraiser
(9) Building consultant
(10) Memorial counselor
(11) Salesperson, real estate
(12) Sales representative

r. Recreation and Tourist: Occupations of people who perform activities that are related to the variety of sales, counseling and sales supporting tasks performed by business primarily engaged in providing amusement, recreation, entertainment, recreational supplies, and equipment or travel services

(1) Camera girl
(2) Tourist director
(3) Golf club manager
(4) Theater manager
(5) Hobby shop director
(6) Booking agent
(7) Business agent
(8) Advance man
(9) Recreation center director
(10) Ticket seller
(11) Travel counselor
(12) Deskman bowling floor
(13) Recreation-facility attendent
(14) Recreation director
(15) Salesperson
    (a) Photographic equipment and supplies
    (b) Amusement and sporting goods
    (c) Hobbies and crafts

(d) Sporting goods
(e) Piano and organ
(f) Sheet music
(g) Novelities
(h) Books
(i) Pets and pet supplies
(j) Stamps or coins
(k) Club membership

s. Transportation: Occupations of people who perform activities that are related to the physical movement of people, personal effects and products and the sales, storing, and sales supporting tasks performed by businesses engaged in passenger and frieght transportation, public warehousing, and services incidental to transportation

(1) Airplane Stewardness
(2) Transportation director
(3) District sales representative
(4) Manager
    (a) Operations
    (b) Regional
    (c) Bus transportation
    (d) Locker plant
    (e) Station
    (f) Terminal
    (g) Traffic
    (h) Warehouse
(5) Airport superintendent
(6) Chief dispatcher
(7) Operations general agent
(8) Port-traffic manager
(9) Station master
(10) Cold storage superintendent
(11) Division superintendent
(12) Pipe lines superintendent
(13) Toll collector
(14) Rate clerk
(15) Traffic agent
(16) Salesperson
    (a) Material--handling equipment
    (b) Aircraft
    (c) Aircraft equipment and parts
    (d) Boats and nautical equipment
    (e) Marine supplies
    (f) Railroad equipment and supplies
(17) Pullman porter
(18) Airplane stewardess
(19) Bus hostess
(20) Train hostess
(21) Baggagemen
(22) Supervisor driver
(23) Baggage and Mail agent
(24) Ticket sales supervisor
(25) Reservation agent

(26) Airplane dispatch clerk
(27) Transportation agent
(28) Road supervisor
(29) Taxi driver
(30) Bus driver
(31) Ticket agent
(32) Warehouse traffic man
(33) Materials handling foreman
(34) Materials handler

t. Retail Trade: Occupations of people who perform activities that are performed in businesses engaged in selling merchandise purchased for resale to customers for personal, household, business or farm use which have not been listed in other areas.

(1) Salesperson House-to-house
(2) Solicitor
(3) Sales closer
(4) Laborer stores

u. Wholesale Trade, other: Occupations of people who perform marketing and distributive activities for businesses engaged in selling goods to retailers, industrial, commerical, institutional and professional users, or bringing buyer, and seller together, which have not been listed previously.

(1) Distribution warehouse manager
(2) Wholesaler
(3) Salesperson
    (a) Dress trimmings
    (b) Fuel
    (c) General merchandise

v. Others: Occupations of people who perform marketing and distributive activities which have not been listed previously.

(1) Purchasing agent
(2) Sales development clerk
(3) Contract clerk
(4) Salesperson
    (a) Pest control service
    (b) Public utilities
    (c) Protective service
    (d) Soft water service

B. Suggested Teaching-Learning Activities

1. Have your students select specific marketing and distributive occupations and read occupational briefs, brochures, and other

resources that relate to their choice. Discuss, design and write with your students a format that they can use for recording the occupational information. Refer to "Suggested Format for Recording Occupational Information," p. 169 for a suggested format. Examples of occupational briefs are on pp. 206-221. Design and implement a procedure that the students can use for reporting their findings.

a. Role playing
b. Oral reports
c. Written reports
d. Panel discussions
e. Notebooks
f. Others

2. Students can assemble their occupational information using the following resources:

a. Letters to associations or businesses that employ people in the occupation of their choice
b. Personal interviews with people employed in the occupation of their choice
c. On-site observations
d. Films, filmstrips, and slides that relate to their occupational choice.

e. "Suggested Format For Collecting Occupational Information," p. 170.

3. Discuss with students the occupational areas and specific occupations in marketing and distribution.

4. Refer to Appendix p. 202-203 for information regarding suggested career resource library.

5. Use "Occupations in Marketing and Distribution," pp. 171-178 as an aid when discussing these occupations. White space can be used for listing the occupations in the specific area.

6. Refer to "Suggested Format For Recording Occupational Information," p. 169. These can be used by students as an aid for recording information.

7. Examples of occupational briefs that appear in the U.S. Department of Labors, Occupational Outlook Handbook have been included on pp. 206-221 to serve you as a guide regarding its use.

C. Suggested Evaluation

Discuss with each student their findings (reports) regarding the occupation which they chose to research. Make an effort to determine if the student has gained a realistic understanding regarding the following areas: the duties and tasks involved

in the occupation, the working environment, the qualifications, skills needed, knowledges needed, preparation (both educational and life experiences), advancement, earnings, and future outlook for employment and others that maybe appropriate to the specific occupation.

D. Suggested Resources

1. Books and/or Pamphlets

   a. Careers and Opportunities in Retailing

   b. Careers In Insurance

   c. Careers In Retailing

   d. Career Opportunities For You In The Fabulous World of Fabrics

   e. Dictionary of Occupational Titles

   f. Educators Guide to Free Guidance Materials

   g. Encyclopedia of Careers and Vocational Guidance

   h. Marketing, Business and Office Specialist, Career Opportunities For Technicians

   i. Materials Handling: Traffic and Transportation

   j. Occupational Outlook Handbook

   k. Selling, A Good Way To Make A Living

   l. The Job You Want

   m. You and Your Job

   n. Your Future, Careers In Consumer Finance

   o. Your Future In Retailing

   p. Your Job In Distribution

2. Career Resource Bibliographies: National Career Information Center

3. Career Education Resource List: The Baker and Taylor Company Audio Visual Services Division

4. Kits

   a. "Career Exploratory Kit"
   b. "Chronicle Occupational Library"
   c. "Junior Guidance Series"
   d. "Widening Occupational Roles Kit"

5. Student Materials

   a. "Suggested Format for Recording Occupational Information," p. 169.

   b. "Suggested Format for Collecting Occupational Information," p. 170.

6. Transparency Master

   a. "Occupations In Marketing and Distribution," pp. 171-178.

SUPPORTIVE MATERIALS

FOR

UNIT THREE

REFERENCE LIST FOR

UNIT THREE

Books

1. Careers and Opportunities in Retailing, by Harriet Wilinsky, E. P. Dutton and Company Incorporated.

2. Careers In Insurance, Insurance Information Institute.

3. Careers In Retailing, by Peter F. Drucker, National Retail Merchants Association.

4. Career Opportunities For You In The Fabulous World of Fabrics, Textile Distributers Association Incorporated.

5. Dictionary of Occupational Titles, U.S. Department of Labor.

6. Educators Guide to Free Guidance Materials, Educators Progress Service.

7. Encyclopedia of Careers and Vocational Guidance, by William E. Hopke, Ferguson Publishing Company.

8. Marketing, Business and Office Specialist, Career Opportunities For Technicians, Edited by Walter M. Arnold and Garland D. Wiggs, J.G. Ferguson Publishing Company.

9. Materials Handling: Traffic and Transportation, by Tyler and Carenthal Gregg Division/McGraw-Hill Book Company.

10. Occupational Outlook Handbook, U.S. Department of Labor.

11. Selling, A Good Way To Make A Living, by Wesley Caldwell and Porter Henry, Okott Forward Incorporated.

12. The Job You Want, by Margaret Andrews, Gregg Division/McGraw-Hill Book Company.

13. You and Your Job, by Blackledge, Blackledge and Kelly, South-Western Publishing Company.

14. Your Future, Careers In Consumer Finance, Educational Services Division/ National Consumer Finance Association

15. Your Future In Retailing, Distributive Education Materials Laboratory, The Ohio State University.

16. Your Job In Distribution, by Beaumont and Samson, Gregg Division/McGraw Hill Book Company.

Kits

1. "Career Exploratory Kit," Careers Incorporated
2. "Chronicle Occupational Library," Chronicle Guidance, Incorporated
3. "Junior Guidance Series," Science Research Associates Incorporated
4. "Widening Occupational Roles Kit," Science Research Associates

SUGGESTED FORMAT FOR RECORDING

OCCUPATIONAL INFORMATION

The following suggested outline is offered to give you and your students ideas of how occupational information can be organized into a notebook or written outline format.

Title: Exploring _____: A Marketing Occupation

Introduction: A brief written description of the occupation and a description of what services those employed in the occupation provide to other people.

Nature of the Work

1. Duties
2. Tasks
3. Environment
   a. inside
   b. outside
   c. with others
   d. around others
   e. alone
4. Qualifications
5. Skills
6. Knowledges
7. Interests
8. Legal Requirements
9. Organizations
10. Preparation
    a. educational experiences
    b. life experiences
11. Advancement
12. Earnings
13. Advantages and Disadvantages
14. Related Occupations
15. Future Outlook for Employment

SUGGESTED FORMAT FOR COLLECTING

OCCUPATIONAL INFORMATION

Collecting Occupational Information

A. Information from people employed in occupation

1. General nature of the work performed
2. Specific job duties and tasks
3. Job environment
4. Job qualifications
5. Skills needed in occupation
6. Knowledges needed in occupation
7. Preparation for occupation
   a. educational
   b. life experiences
8. Entrance requirements
9. Advantages
10. Disadvantages

B. Occupational information acquired by personal observation

1. General nature of the work activities performed
2. Job environment
3. Job tasks
4. Advantages
5. Disadvantages

C. Occupational information acquired form written resources

1. Future job outlook
2. General nature of work activities performed
3. Qualifications
4. Legal requirements
5. Advancement
6. Earnings
7. Related occupations

RETAILING OCCUPATIONS

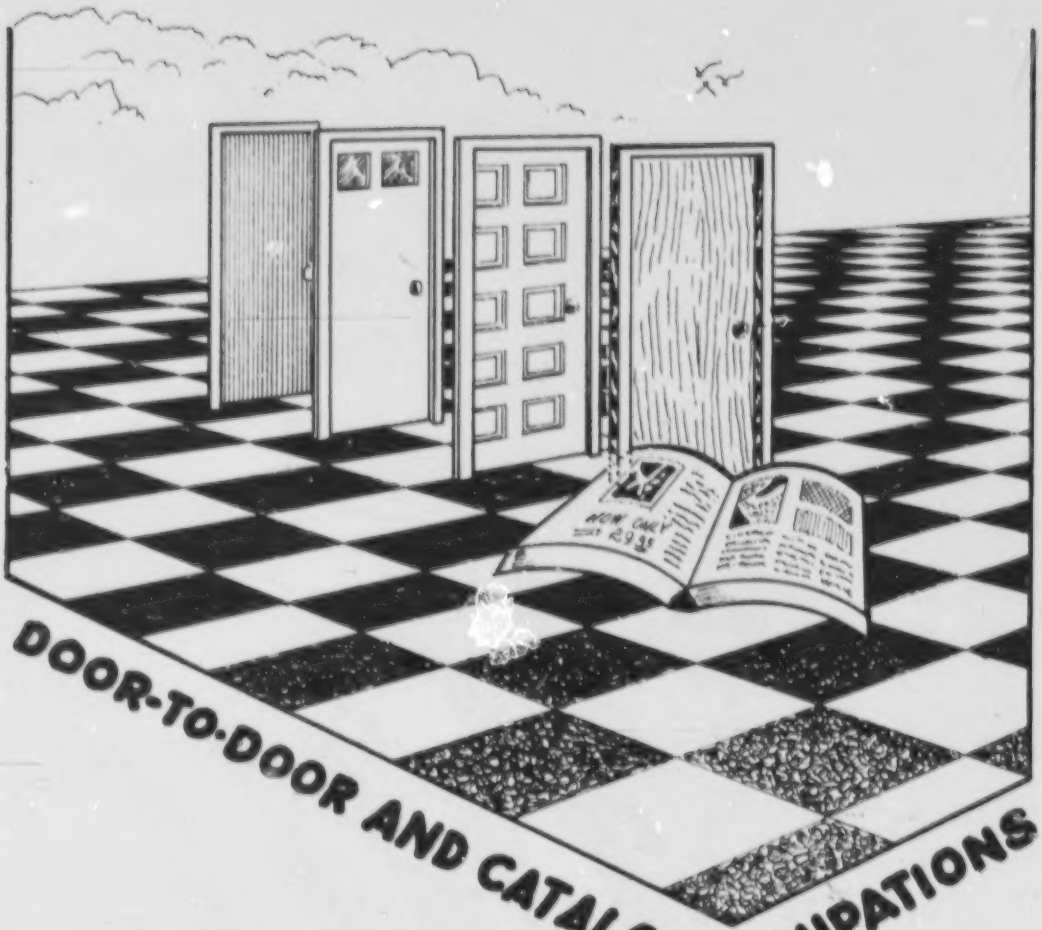
R. GILMORE COC UK 1972-1 OE

OCCUPATIONS IN MARKETING AND DISTRIBUTION
(Continued)

RGILMORE CURR.DEVE.CNTR UK 911-2

OCCUPATIONS IN MARKETING AND DISTRIBUTION
(Continued)

PHIPPS, CURR. DEV. CNTR., U.K. 977-3

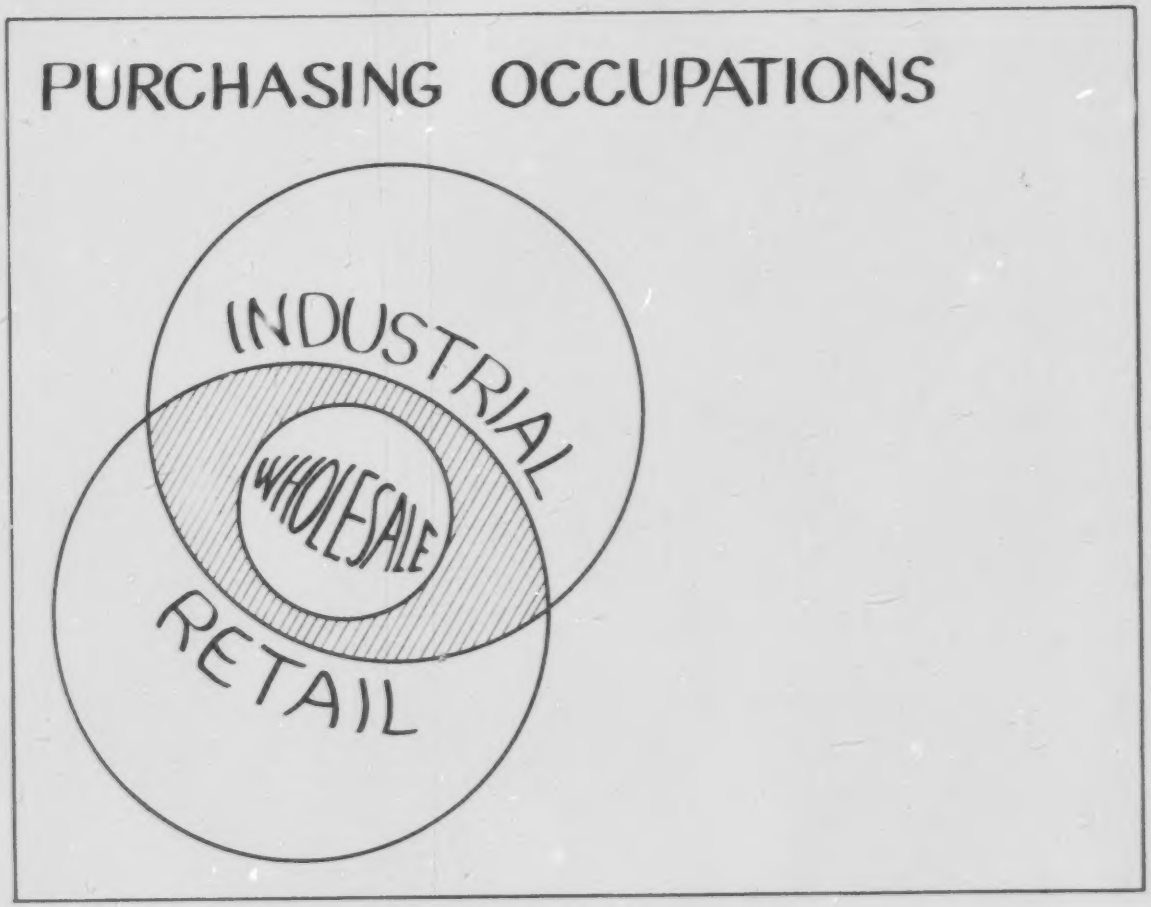


OCCUPATIONS IN MARKETING AND DISTRIBUTION
(Continued)

ROLLMORE CURR DEVE CNTR UK 822-4

OCCUPATIONS IN MARKETING AND DISTRIBUTION
(Continued)

IPPS, CURR. DEV. CNTR., U.K. 377-5



© OWENS CBC UK 877-6 DE

GOWENS COC UK 6727 OF

SALES PROMOTION OCCUPATIONS

MARKETING SERVICES OCCUPATIONS:

BANKS
and
MARKETING RESEARCH

D. PHIPPS, CURR. DEV. CNTR., UK STT-8

UNIT FOUR

EVALUATION OF SELF IN RELATION

TO A MARKETING AND

DISTRIBUTIVE CAREER

UNIT PURPOSE: To give students the opportunity to relate their interests, aptitudes and attitudes to marketing and distributive careers.

PERFORMANCE OBJECTIVES: The student will be able to

I. Write a tentative plan of educational and life experiences which would assist one in preparing for a marketing and distributive occupation

II. Appraise himself in terms of relating his interests, attitudes and aptitudes to marketing and distributive occupations.

I. The student will be able to write a tentative plan of educational and life experiences which would assist one in preparing for a marketing and distributive occupation.

A. Suggested Content

1. High school programs and classes that can benefit one who is interested in marketing and distributive occupations

a. Distributive Education: an occupational preparation program that combines classroom and either on-the-job or simulated training experiences for students who are interested in marketing and distributive occupations. The D.E. curriculum includes:

(1) Mathematics of distribution
(2) Consumer characteristics
(3) Business communications
    (a) Written
    (b) Oral
(4) Personal development and human relations
(5) Business law and government regulations
(6) Economics
(7) Salesmanship
(8) Visual merchandising
(9) Retailing
(10) Advertising
(11) Marketing research
(12) Introduction to mid-management
(13) Training in specific marketing and distributive occupations (simulated or cooperative)
(14) Participation in youth club, DECA
(15) Others

b. Introduction to business

c. Business and office education includes in its curriculum:

(1) Typewriting
(2) Shorthand
(3) Bookkeeping
(4) Recordskeeping
(5) Business economics
(6) Business law
(7) Business organization
(8) Office practice
(9) Cooperative work experiences
(10) Accounting
(11) Business correspondence
(12) Model office

d. Related high school curriculum offerings that support training for a marketing and distributive occupation

(1) Mathematics
(2) English
(3) Sciences
(4) Agribusiness
(5) Home economics
(6) Art
(7) History
(8) Speech and drama
(9) Others

e. High school activities helpful to one interested in careers in marketing and distribution

(1) Newspaper
(2) Bookstore
(3) Concession stand
(4) School-sponsored sales
(5) Drama activities
(6) Athletics
(7) Speech
(8) Others

f. Examples of life experiences related to marketing and distributive occupations

(1) Community drama activities
(2) Scouting
(3) Work activities
(4) Junior Achievement
(5) Athletics
(6) Others

g. Post-high school preparations

(1) After high school, educational experiences are available to aid one in preparing for and upgrading in marketing and distributive occupations.

(a) Business sponsored in-house training programs (on-the-job)
(b) Classes offered by vocational schools, high schools, and colleges (non-degree)
(c) Others

g. College preparation: Colleges offer many courses and training experiences for those interested in marketing and distributive occupations.

(1) Examples of course offerings in college

(a) Accounting
(b) Graphic design
(c) Marketing management

(d) Business law
(e) Personnel management
(f) Economics
(g) World business
(h) Industrial relations
(i) Work experiences in business
(j) Textiles
(k) Fashion design
(l) Writing for business and industry
(m) Taxes
(n) Business mathematics
(o) Transportation
(p) Money and banking
(q) Labor law
(r) Office machines
(s) Corporation finance
(t) Market research
(u) Investments
(v) Life insurance
(w) Bank management
(x) Many others

B. Suggested Teaching-Learning Activities

1. Arrange for students to visit and discuss with the guidance counselor the high school curriculum offerings that would aid one in preparing for a marketing and distributive occupation. Discuss with your students the curriculum offerings of local and other near-by post high school educational institutions.

   a. Colleges
   b. Professional schools
   c. Technical schools
   d. On-the-job training

   Design with the aid of your students a form that they can use for recording this information. Write to local and near-by technical schools, colleges, state vocational education agencies for catalogues of program offerings.

2. Arrange for local persons employed in marketing and distribution occupations to discuss the educational experiences that assisted them in gaining employment in their respective occupations.

3. Write to U.S. Office of Education, Washington D.C. for its most recent directories of approved and accredited vocational and professional schools and colleges. Demonstrate to students how they can use these resources.

4. Arrange to have teachers of Marketing and Distributive Education discuss their high school program with your students.

5. Arrange to have personnel managers of local marketing and distributive businesses discuss the educational experiences they look for when hiring new employees.

C. Suggested Evaluation

Discuss with your students their written findings regarding how they conceive an educational plan for preparing for a marketing and distributive occupation. Check to see if they have an understanding of the following areas:

1. Length of time for preparation
2. Estimate of cost
3. Educational experiences that are essential
4. Educational experiences that are desirable
5. Experiences that can be obtained on the job
6. Life experiences that will aid them in preparing for a marketing and distributive career

D. Suggested Resources

1. Books

   a. Catalogues of colleges, high schools, professional schools, and technical schools

   b. Concise Handbook of Occupations

   c. Lovejoy's Career and Vocational School Guide

   d. Occupational Outlook Handbook

   e. The Encyclopedia of Careers and Vocational Guidance

   f. Occupational Literature: An annotated bibliography

   g. Handbook of Job Facts

   h. Career Information, Marketing and Distribution

2. Films

   a. "Foundations for Occupational Planning"

      "Who Are You"
      "What Do You Like To Do"
      "What Is A Job"
      "What Are Job Families"
      "What Good Is School"

3. Filmstrips

   a. "Its Your Future" (4 filmstrips, 2 records, guides)

      "A Look At The Future"
      "In Training"
      "Seeing The Whole Picture"
      "Know How and Your Future"

   b. "Knowledge and Skills"

   c. "The Big Question"

4. Resource Persons

   a. College representative
   b. High school representative
   c. Technical school representative
   d. Guidance counselor

5. Slides

   a. "The D.E. Story"

II. The student will be able to appraise himself in terms of relating his interests, aptitudes, and attitudes to marketing and distributive occupations.

A. Suggested Content

1. Suggested ways one relates himself to occupations

a. Relates self interests to the activities (duties and tasks) performed by people in the occupation

b. Activities of the occupation that one would enjoy doing and could do well--Examples:

(1) Work well with people
(2) Enjoy selling many different kinds of products
(3) Complete minor details
(4) Build displays
(5) Work inside
(6) Write business letters
(7) Many others

c. Activities of the occupation that one would not especially like to do and/or would not do well--Examples:

(1) Work indoors
(2) Write reports
(3) Perform minor details
(4) Many others

d. Physical needs one would need to enter occupation--Examples:

(1) Height
(2) Weight
(3) Vision

e. Physical needs one may not meet

(1)
(2)
(3)

f. Aptitudes that one should have that will help in this occupation

(1) Mechanical
(2) Clerical
(3) Good hand-eye coordination
(4) Others

g. Educational experiences that will help one prepare for the occupation--Examples:

(1) Mathematics
(2) Distributive education

h. Reasons why this may be a good occupation

(1)
(2)
(3)

i. Reasons why this may not be a good occupation.

(1)
(2)
(3)

B. Suggested Teaching-Learning Activities

1. Have guidance counselor discuss with students the purposes of interest, aptitude and attitude inventories.

2. Have guidance counselor administer interest, aptitudes and attitude inventories to students. Arrange to have conferences set up with students, parents and guidance counselor.

3. Using interest, aptitude, attitude, and self-appraisal inventories, discuss with your students and their parents the tentative educational programs that are available to them in the local community.

4. Refer to "Suggested Outline For a Self-Interest Inventory," p. 193-195. Discuss with students the values of a self-interest inventory or have guidance counselor discuss this with students.

C. Suggested Evaluation

Discuss with or have guidance counselor discuss with each student and their parents the educational programs that are available in the local community for one who is tentatively interested in a career in marketing and distributive occupations.

D. Suggested Resources

1. Books

a. Career Information In Counseling and Teaching
b. Discovering Yourself
c. Educator's Guide to Free Guidance Materials
d. Finding Out About Ourselves
e. Looking Toward High School
f. Planning My Future
g. Planning Your School Life
h. What Tests Can Tell About You
i. Your Future Is What You Make It

2. Filmstrips

   a. "Its Your Future" (4-2 records)

      "A Look At The Future"
      "In Training"
      "Seeing The Whole Picture"
      "Know How and Your Future"

3. Aptitude, attitude and interest inventories

   a. Discuss with guidance counselor.

4. Resource Persons

   a. Guidance counselor
   b. Students parents

5. Student Materials

   a. "Suggested Outline for a Self-Interest Inventory," pp. 193-195

SUPPORTIVE MATERIALS

FOR

UNIT FOUR

REFERENCE LIST FOR

UNIT FOUR

Books

1. Career Information In Counseling and Teaching by Lee E. Issacson, Allyn and Bacon, Incorporated

2. Career Information, Marketing and Distribution, Edited by Teresa Walton, American Vocational Association Publication Sales

3. Concise Handbook of Occupations, Edited by Joan M. Costello and Rita P. Wolfson, Doubleday/Ferguson

4. Discovering Yourself, by Marjorie Cosgrove, Science Research Associates

5. Educators Guide To Free Guidance Materials, Educators Progress Service

6. Encyclopedia of Careers and Vocational Guidance, The, William E. Hopke, J.G. Ferguson Publishing Company

7. Finding Out About Ourselves, Science Research Associates

8. Handbook of Job Facts, Science Research Associates, Guidance Publications and Service Department

9. Looking Toward High School, Science Research Associates

10. Lovejoy's Career and Vocational Guide, A Handbook of Job Training Opportunities, Simon and Schuster Incorporated

11. Occupational Literature: An Annotated Bibliography, by Gertrude H. Forrester, The H.W. Wilson Company

12. Occupational Outlook Handbook, U.S. Department of Labor

13. Planning My Future, Science Research

14. Planning Your School Life, McKnight and McKnight Publishing Company

15. What Tests Can Tell About You by Arthur E. Smith, Science Research Associates

16. Your Future Is What You Make It, National Association of Manufacturers

Filmstrips

1. "It's Your Future" (w/records), Eyegate House

   "A Look At The Future"
   "In Training"
   "Seeing The Whole Picture"
   "Know How and Your Future"

2. "Foundations for Occupational Planning," Society for Visual Education

   "What Do You Like To Do"
   "Who Are You"
   "What Is A Job"
   "What Are Job Families"
   "What Good Is School"

Films

1. "Knowledge and Skills," The Sears Roebuck Foundation, (order from Association Films Incorporated)

2. "The Big Question," New York Life Insurance Co. (order from Association Films Incorporated)

Slides

1. "The D.E. Story," Distributive Education Materials Laboratory, The Ohio State University

SUGGESTED OUTLINE FOR A

SELF-INTEREST INVENTORY

A. Activities (duties and tasks) of the occupation that I would enjoy doing and I believe I would do well.

Examples:

1. Get along well with people
2. Make change
3. Display merchandise
4. Price-mark merchandise
5. Others

B. Activities (duties and tasks) of the occupation that I would not especially like to do and may not do well:

Examples:

1. Work indoors
2. Lift heavy boxes
3. Drive a fork lift
4. Others

C. Abilities that I have that would help me in this occupation.

Examples:

1. Good in math
2. Creative
3. Get along easily with others
4. Others

SUGGESTED OUTLINE FOR A

SELF-INTEREST INVENTORY

(Continued)

D. Educational experiences that will help me in preparing for this occupation.

Examples:

1. Distributive education
2. Mathematics
3. Speech and drama
4. Others

E. Life experiences that will help me prepare for this occupation.

Examples:

1. Part-time jobs in marketing and distribution
2. School sales
3. Working at home
4. Others

F. I believe this occupation may be a good occupation for me because:

SUGGESTED OUTLINE FOR A

SELF-INTEREST INVENTORY

(Continued)

G. I believe this occupation may not be a good occupation for me because:

APPENDIX

Addresses of Publishers and Distributors

Books, Films, Filmstrips

Allyn and Bacon Incorporated
470 Atlantic Avenue
Boston, Massachusetts 02210

American Vocational Association Publication Sales
1510 H. Street N.W.
Washington, D.C. 20005

Association Films Incorporated
600 Madison Avenue
New York, New York 10022

BFA Educational Media
2211 Michigan Avenue
Santa Monica, California 90404

Careers Incorporated
Lango, Florida 33540

Chronicle Guidance Incorporated
Moravia, New York 13118

Distributive Education Materials Laboratory
The Ohio State University
1885 Neil Avenue
115 Townshend Hall
Columbus, Ohio 42310

Doubleday/Ferguson
150 Franklin Avenue
Garden City, New York 11530

E. P. Dutton and Company Incorporated
201 Park Avenue South
New York, New York 10003

Educational Services Division/National Consumer
Finance Association
1000 Sixteenth Street N.W.
Washington, D.C. 20006

Educational Progress Corporation
8538 East 41st Street
Tulsa, Oklahoma 74145

Eyegate House Incorporated
146-01 Dreher Avenue
Jamica, New York 11435

Books, Films, Filmstrips (cont'd)

J. G. Ferguson Publishing Company
6 North Michigan Avenue
Chicago, Illinois 60602

Gregg Division/McGraw-Hill Book Company
Hightstown, New Jersey 08520

Hunt Manufacturing Company
1405 Locust Street
Philadelphia, Pennsylvania 19102

Insurance Information Institute
110 William Street
New York, New York 10038

Merchandise Film Productions
419 Park Avenue S.
New York, New York 10016

McKnight and McKnight Publishing Co.
Bloomington, Illinois 61701

Modern Talking Picture Service Inc.
1212 Avenue of the Americas
New York, New York 10036

National Association of Manufacturers
277 Park Avenue
New York, New York 10017

National Retail Merchants Association
100 West 31st Street
New York, New York 10001

Obcott Forward Incorporated
Pleasantville, New York 10570

Prentice-Hall Incorporated
Educational Book Division
Englewood Cliffs, New Jersey 07632

Science Research Associates Incorporated
259 East Erie Street
Chicago, Illinois 60611

Signs of the Time Publishing Company
407 Gilbert Avenue
Cincinnati, Ohio 45202

Society for Visual Education
1345 Diversey Parkway
Chicago, Illinois 60614

Books, Films, Filmstrips (cont'd)

Simon and Schuster Incorporated
630 Fifth Avenue
New York, New York 10020

South-Western Publishing Company
5101 Madison Road
Cincinnati, Ohio 45227

Textiles Distributors Association Incorporated
1040 Avenue of the Americas
New York, New York 10018

The H. Wilson Company
555 West Taft Drive
South Holland, Illinois 60473

U.S. Department of Labor
United States Government Printing Office
Washington, D.C. 20402

University of Kentucky
Audio-Visual Services
Scott Street Building
Lexington, Kentucky 40506

University of Texas
Distributive Education Department
Austin, Texas

PLANNING A CAREER EDUCATION RESOURCE AND REFERENCE LIBRARY

Planning, Designing and Implementing

One of the most important aids that will assist you in implementing a Career Education curriculum is a Resource and Reference Library.

In planning this library, you will want to consider two kinds of materials: (1) professional materials and (2) student materials. If Career Education is a total school effort, the planning, designing, and implementing of this library should be a total staff and faculty project.

Suggested Student Aids

The following are suggestions that you can use to aid students as they explore the World of Marketing.

1. List of parents who would serve as resource persons
2. List of local businesses who would serve as local resources or on-site observation stations
3. Occupational literature that can be adapted for student use as they explore the World of Marketing and Distribution.

Suggestions of Local Resources

The following are suggested to you as businesses who may be able to assist you in accumulating resource and reference materials for your library.

1. Airports
2. Area technical schools
3. Banks
4. Drug stores
5. Hardware stores
6. Hotels and motels
7. Insurance agencies
8. Local retail stores
9. Local wholesalers
10. Financial institutions
11. Local manufacturers
12 Local newspapers
13. Oil and gasoline distributors
14. Paint stores
15. Post office
16. Restaurants
17. Telephone company
18. Small Business Administration

19. Social Security Office
20. Health Department
21. State Department of Education
22. Local vocational teachers
    --Agriculture
    --Distributive education
    --Trade and industrial teachers
    --Area vocational school
    --Vocational guidance counselors
23. Work-study teachers
24. Guidance counselors

SCHOOL-RELATED ACTIVITIES THAT WILL GIVE STUDENTS THE OPPORTUNITY TO EXPLORE THE KNOWLEDGES AND SKILLS OF MARKETING AND DISTRIBUTIVE OCCUPATIONS

The middle schools offer many opportunities for students to participate in school related activities that will give them the opportunity to explore the knowledges and skills of the "World of Marketing and Distributive Occupations."

These activities include both curricular and extracurricular activities that can be used as focal points around which students' exploration activities can be centered. As the teaching-learning activities in the guide relate to curricula, the following extracurricular activities are offered here as suggested learning activities.

Extracurricular Projects

The School Bookstore

The student can make the following explorations:

--Human relations skills
--Management knowledges and skills
--Inventory skills
--Buying knowledges and skills
--Decision-making skills
--Change-making skills
--Pricing skills (mark-up, mark-down)
--Display skills
--Skills of hand lettering, show card lettering and other forms of advertising
--Knowledges and skills of marketing record keeping
--How marketers make efforts to determine the needs and wants of consumers (marketing research projects)
--Knowledges and skills of risk bearing
--Knowledges and skills of writing sales tickets
--Knowledges and skills of cashing checks
--Knowledges and skills of reading supply catalogues
--Planning and writing price card skills
--Calculating gross and net profit skills
--Skills of investing capital

School-Sponsored Sales Campaigns

School-sponsored sales campaigns are excellent projects around which students' explorations of the "World of Marketing" knowledges and skills can be centered.

Some of the knowledges and skills that can be explored by students during these activities are:

--Planning, conducting, and managing sales campaigns
--Working with other people (human relations skills)
--Selling skills
--Displaying
--Lettering show cards
--Planning and writing advertisements
--Marketing research
--Making change
--Making decisions
--Exploring the channels of distribution
--Inventorying
--Record sales data
--Planning and sharing job responsibilities
--Researching the needs and wants of customers

The School Concession Stand

The school concession stand can be used as a project for giving students the opportunity to explore the knowledges and skills of "The World of Marketing." Some of the knowledges and skills that students can explore are:

--Ordering supplies
--Inventorying
--Change making
--Pricing
--Displaying
--Planning and writing price cards
--Advertising
--Decision making
--Practicing sanitation skills
--Using human relations skills
--Learning how the "Channels of Distribution" work
--Selling skills
--Determining consumer needs and wants
--Planning and calculating gross and net profit
--Investing percentage of profit
--Investing capital
--Bearing financial risk
--Planning and sharing jobs to accomplish objectives
--Marketing surveys (marketing research)

OCCUPATIONAL BRIEFS

RETAIL TRADE SALESWORKERS*

(D.O.T. 260. through 298.877)

The success of any retail business depends largely on its salespeople. Courteous and efficient service from behind the counter or on the sales floor does much to satisfy customers and to build a store's reputation. Although contact with customers is a part of all sales jobs, the duties, skills and responsibilities of salespeople are as different as the kinds of merchandise they sell.

In selling items such as furniture, electrical appliances, or some types of wearing apparel, the salesworker's primary job is to create an interest in the merchandise the store has to offer. The salesman or saleswoman may answer questions about the construction of an article, demonstrate its use, explain how it is cared for, show various models and colors, and otherwise help the customer make a selection. In some stores, special knowledge or skills may be needed to sell the merchandise carried.

In a pet shop, for example, the salesworker should know about the care and feeding of animals. People who sell standardized articles, such as many of the items in hardware and drugstores, are called upon less frequently to give customers this kind of assistance. Often, they do little more than assemble and wrap the items purchased by each customer. (In supermarkets and some drugstores cashiers wrap or bag purchases, receive payments, and make change. See statement of Cashiers.)

In addition to selling, most retail salespeople make out sales or charge slips, receive cash payments, and give change and receipts. They also handle returns and exchanges of merchandise for the customer. Salespersons usually are responsible for keeping their work areas neat and presentable. In small stores, they may assist in ordering merchandise, stocking shelves or racks, marking price tags, taking inventories, preparing attractive merchandise displays, and promoting sales in other ways. (Route salesmen, who sell bread, milk, and other products directly to customers on a regular route, are discussed in the chapter on Driving Occupations.)

PLACES OF EMPLOYMENT

In 1970, about 2.5 million salespersons--three-fifths of them women--were employed in retail businesses. They worked in stores that range in size from the small drug or grocery store, employing only one part-time salesclerk, to the giant department store having hundreds of salesworkers. They also worked for door-to-door sales companies and mail-order houses. The largest employers of retail salesworkers are department and general merchandise, food, and apparel and accessories stores. Men predominate in stores selling furniture, household appliances, hardware, farm equipment, shoes, and lumber, and in automobile dealerships. (See statement on

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*All of the occupational briefs found on these pages were taken directly from Occupational Outlook Handbook, U.S. Department of Labor.

Automobile Salesmen elsewhere in the Handbook.) Women outnumber men in department and general merchandise, variety, apparel and accessories, and in drugstores.

Sales jobs are found in practically every community in all parts of the country. Most salespersons, however, work in large cities and in heavily populated suburban areas.

TRAINING, OTHER QUALIFICATIONS, AND ADVANCEMENT

Employers generally prefer to hire high school graduates for sales jobs. Subjects such as salesmanship, commercial arithmetic, and home economics help to give the student a good background for many selling positions. Some high schools have distributive education programs including courses in merchandising and principles of retailing and retail selling. Many programs also provide an opportunity for students to gain practical experience under trained supervision by working part-time in local stores. Such part-time selling experience may be helpful in obtaining full-time employment.

Young people interested in obtaining sales jobs may apply to the personnel offices of large retail establishments. Applicants are interviewed and sometimes given special tests that measure their aptitude for sales work. Employers prefer persons who enjoy working with people and have the tact to deal with different personalities. Among other desirable characteristics are a pleasing personality, an interest in sales work, a neat appearance, and the ability to communicate clearly. Prospective salespersons also should be in good general health and able to stand for long periods of time. Arithmetic skills are an asset for salesworkers who calculate prices and make change.

In many small stores, an experienced employee or the proprietor gives newly hired sales personnel on-the-job instructions in making out sales slips and operating the cash register. In large stores, training programs are likely to be more formal, and beginners may be given specialized training to sell certain products.

Executive positions in large retail businesses often are filled by promoting college graduates originally hired as trainees and assigned sales jobs to gain practical experience. However, retail selling is one of the few fields in which an employee who has initiative and ability may be selected for promotion, regardless of his education. Many stores offer opportunities for persons without a college degree to advance to executive positions. Some salespersons eventually become buyers, department managers, or store managers. Others, particularly in large stores, may transfer to office positions that afford opportunities for further promotion to administrative work in areas such as personnel or advertising. Opportunities for advancement are relatively limited in small stores where one person, often the owner, performs most managerial functions. Retail sales experience may be an asset in qualifying for wholesalers or manufacturers.

EMPLOYMENT OUTLOOK

The number of salesworkers employed in retail trade is expected to increase slowly through the 1970's. However, openings created by growth and vacancies that must be filled as salespersons retire or stop working for other reasons are expected to number in the tens of thousands each year; additional thousands of jobs will become available as retail salesworkers transfer to other types of employment.

Among the major factors contribution to the anticipated rise in retail sales jobs are population and economic growth, and the resulting increase in the volume of sales. The trend for stores to remain open for longer hours, while the number of weekly hours worked by salespersons continues to decline, also will contribute to the need for more salespersons. In addition to full-time sales jobs, there will be many opportunities for part-time workers, as well as for temporary workers during peak selling periods such as the Christmas season.

Changes in the way goods are sold are likely to limit the number of salesworkers in some types of stores, and affect the kinds of openings that occur in others. Because self-service--already the rule in most food stores--is being extended rapidly to drug, variety, and other kinds of stores, customers will purchase more articles without the help of salesworkers. On the other hand, rising income levels probably will increase the demand for some merchandise that requires the salespersons to spend a good deal of time with each customer. Two examples are electrical appliances and automobiles, which prospective customers may want demonstrated. In view of these developments, sales employment probably will increase more slowly than the volume of sales. Little of the increase is likely to be in routine sales jobs; much of the demand will be for workers who are skilled in salesmanship and well informed about the merchandise they sell.

Some retail salesworkers have more stable employment than workers in many other occupations. When retail sales are affected by downturns in the economy, employers--particularly in large stores--can reduce the number of employees by not filling vacancies that result from turnover or by eliminating some part-time jobs. Competition for sales jobs tends to increase when other jobs are scarce, however, because workers in other occupations often can qualify for sales work.

EARNINGS AND WORKING CONDITIONS

In 1970, young people starting in routine jobs where they were required to do little more than "wait on" customers generally were paid $1.60 an hour (in many establishments, the minimum wage required by law). In stores where salesmanship is more important, starting salaries sometimes were higher than this; in small establishments not covered by the minimum wage law, they were somewhat lower. Salaries usually are lower in rural than in metropolitan areas.

Experienced salesworkers, including those whose pay scales are determined by union contracts, often earn $3 an hour or more. Many are paid on a straight salary basis; some also receive commissions--that is, a percentage of the sales they make; and still others are on a straight commission

basis. Earnings are likely to be highest in jobs that require special skill in dealing with customers, or technical knowledge of the merchandise sold. Among the highest paid are people who sell automobiles, major appliances, and furniture.

Salespersons in many retail stores are allowed to purchase merchandise at a discount, often from 10 to 25 percent below regular prices. This privilege sometimes is extended to the employee's family. Some stores, especially the large ones, pay all or part of the cost of employee benefits such as life insurance, retirement, hospitalization, and surgical and medial insurance.

Some full-time salespersons work a 5-day, 40-hour week, although in many stores, the standard work-week is longer. Some stores are required by law to pay overtime rates for more than 40 hours' work a week. Since Saturday is a busy day in retailing, employees usually work that day and have another weekday off. Longer than normal hours may be scheduled before Christmas and during other peak periods, and employees who work overtime receive additional pay or an equal amont of time off during slack periods. Some salespersons regularly work one evening a week or more, especially those employed by stores in suburban shopping centers.

Part-time salespersons generally work during the store's peak hours of business--daytime rush hours, evenings, and weekends.

Salespeople in retail trade usually work in clean, well-lighted places and many stores are air-conditioned. Some sales positions, however, require work outside the store. A salesman of kitchen equipment may visit prospective customers at their homes, for example, to assist them in planning renovations, and a used-car salesman may spend much of his time working at an outdoor lot.

SOURCES OF ADDITIONAL INFORMATION

Information about careers in retail sales is available from:

The National Retail Merchants Association
100 W. 31st Street
New York, NY 10001

Additional information on careers in retailing may be obtained from the personnel offices of local stores; from state merchants' associations; or from local unions of the Retail Clerks International Association.

Information on retailing courses given in high schools may be obtained from local Superintendents of Schools or from the State Supervisor of Distributive Education in the Department of Education at each state capital.

ADVERTISING WORKERS

(D.O.T. 050.088, 132.088; 141.081 and .168;
and 164.068 through .68)

NATURE OF THE WORK

Through advertisements, businessmen try to reach potential customers and persuade them to buy their products or services. Advertising workers plan and prepare these advertisements and get them before the public. Advertising workers include executives responsible for planning and overall supervision, copywriters who write the text, artists who prepare the illustrations, and layout specialists who put copy and illustrations into the most attractive arrangement possible. They also include administrative and technical workers who are responsible for the satisfactory reproduction of the "ads," and salesmen who sell advertising space in publications or time on radio and television programs. In a very small advertising organization, one person may handle all these tasks. Large organizations employ specialists for research, copywriting, and layout work. They sometimes have staff members who specialize in writing copy for particular kinds of products or for one type of advertising media. The following are the specialized occupations most commonly found in advertising work.

Advertising managers direct a company's advertising program. They work mostly on policy questions--for example, the type of advertising, the size of the advertising budget, and the agency to be employed. They then work with the agency in planning and carrying through the program. They also may supervise the preparation of special sales brochures, display cards, and other promotional materials.

The advertising manager of a newspaper, radio station, or other advertising medium is concerned chiefly with selling advertising time or space; his functions are similar to those of the sales manager in other businesses.

Account executives employed in advertising agencies handle relations between the agency and its clients. An account executive studies the client's sales and advertising problems, develops a plan to meet the client's needs, and seeks his approval of the proposed program. Account executives must know how to write copy and use artwork, even though copywriters and artists usually carry out their ideas and suggestions.

Some advertising agencies have account supervisors who oversee the work of the account executives. In others, account executives are responsible directly to agency heads.

Advertising copywriters create the headlines, slogans, and text that attract buyers. They collect information about products and the people who might use them. They use psychology and writing techniques to prepare copy especially suited for readers or listeners and for the type of advertising medium to be used. Copywriters may specialize in copy that appeals to certain groups--housewives, businessmen, scientists, engineers--or even in copy that deals with items such as packaged goods or industrial products. In advertising agencies, copywriters work closely with account executives, although they may be under the supervision of a copy chief.

Advertisers and advertising agencies employ media directors (or space buyers and time buyers) to determine where and when advertising should be carried to reach the largest group of prospective buyers at the least cost. They must have a vast amount of information about the cost of advertising in all media and the relative size and characteristics of the reading, viewing, or listening audience which can be reached in various parts of the country by specific publications, broadcasting stations, and other media.

Production managers and their assistants arrange to have the final copy and artwork converted into printed form. They deal with printing, engraving, filming, recording, and other firms involved in the reproduction of advertisements. The production manager must have a thorough knowledge of various printing processes, typography, photography, paper, inks, and related technical materials and processes.

Research directors and their assistants assemble and analyze information needed for effective advertising programs. They study the possible uses of the product, its advantages and disadvantages compared with competing products and the best ways of reaching potential purchasers. Such workers may make special surveys of the buying habits and motives of customers, or may try out sample advertisements to find the most convincing selling theme or most efficient media for carrying the advertising message. The research director is an important executive in advertising organizations. More information on this occupation is contained in the statement of Marketing Research Workers.

Artists and layout men work closely with advertising managers, copywriters, and other advertising personnel in planning and creating visual effects in advertisements. More information about this group appears in the separate statements on Commercial Artists and Photographers.

PLACES OF EMPLOYMENT

In 1970, more than 140,000 men and women were employed in positions requiring considerable knowledge of advertising. More than one-third of these workers are employed in advertising agencies, and more than half of the agency workers are employed in the New York City and Chicago metropolitan areas. However, there are many independent agencies in other cities, and many leading agencies operate branch offices outside the major centers.

Advertising workers not employed in advertising agencies work for manufacturing companies, stores, and other organizations having products or services to sell; for advertising media, such as newspapers and magazines; and for printers, engravers, art studios, product and package designers, and others who provide services to advertisers and advertising agencies.

TRAINING, OTHER QUALIFICATIONS, AND ADVANCEMENT

Most employers, in hiring advertising trainees, prefer college graduates having liberal arts training or majors in advertising, marketing, journalism, or business administration. However, there is no typical educational back-

ground for success in advertising. Some successful advertising people have started in such varied occupations as engineer, teacher, chemist, artist, or salesman.

Most advertising jobs require a flair for language, both spoken and written. Since every assignment requires individual handling, a liking for problem-solving also is very important. Advertising personnel should have a great interest in people and things to help them sell their ideas to their superiors, to advertisers, and to the public. They must be able to accept criticism and to gain important points with tact.

Young people planning to enter advertising should get some experience in copywriting or related work with their school publications and, if possible, through summer jobs connected with marketing research services. Some large advertising organizations recruit outstanding college graduates and train them through programs which cover all aspects of advertising work. Most begineers, however, have to locate their own jobs by applying directly to possible employers. Some start as assistants in research or production work or as space or time buyers. A few begin as junior copywriters. One of the best avenues of entrance to advertising work for women is through advertising departments in retail stores.

Employees having initiative, drive, and talent may progress from beginning jobs to creative, research, or managerial work. Management positions require experience in all phases of the advertising business.

Copywriters and account executives can usually look forward to rapid advancement if they demonstrate exceptional ability in dealing with clients, since the success of an advertising organization depends upon satisfied advertisers. Many of these workers prefer to remain in their own specialities and for them advancement is to more responsible work at increased pay. Some topflight copywriters and account executives establish their own agencies.

EMPLOYMENT OUTLOOK

Employment of advertising workers is expected to increase slowly through the 1970's. Opportunities should be favorable, however, for highly qualified applicants, especially in advertising agencies, as more and more advertisers turn their work over to agencies. However, many young people attracted to advertising will face stiff competition for entry jobs in this field through the 1970's. Most openings--several thousand each year--will result from the need to replace those who retire, die, or leave the occupation for other reasons.

EARNINGS AND WORKING CONDITIONS

According to the limited information available, starting salaries for beginning advertising workers ranged from $6,500 to $8,000 a year in 1970. The higher starting salaries were paid most frequently in very large firms that recruit outstanding college graduates; the lower salaries were earned in stores and small advertising agencies.

Salaries of experienced advertising workers employed by advertising agencies vary by size of firm. The average salary paid by small agencies (those having annual billings between $25,000 and $1 million) was $11,000 a year in 1970. Advertising workers employed by large agencies (those having billings between $20 million and $40 million) averaged $26,000 a year. Salaries also vary by function. For example, account executives employed by small agencies averaged $14,000 a year, while media directors averaged less than $7,000 a year in agencies of the same size.

Advertising workers frequently work under great pressure. Working hours are sometimes irregular because deadlines must be met and last minute changes are not uncommon. Persons in creative jobs often work evenings and weekends to finish important assignments.

At the same time, advertising is a satisfying career for persons who enjoy variety, excitement, and a constant challenge to their creative ability and who can meet the competition. Advertising workers have the satisfaction of seeing their work in print and on television, or hearing it over the radio, even though they remain unknown to the public at large.

SOURCES OF ADDITIONAL INFORMATION

American Advertising Federation
1225 Connecticut Avenue, NW
Washington, D.C. 20036

American Association of Advertising Agencies
200 Park Avenue
New York, NY 10017

Association of Industrial Advertisers
41 East 42nd Street
New York, NY 10017

A list of schools which provide training in advertising may be obtained from:

Advertising Education Publications
3429 Fifty-Fifth Street
Lubbock, TX 79413

MARKETING RESEARCH WORKERS

(D.O.T. 050.088)

NATURE OF THE WORK

Marketing research workers provide businessmen with much of the information they need to make decisions about marketing new and existing goods and services. In doing this, marketing research workers collect, analyze, and interpret many different kinds of information. They prepare reports and recommendations on such widely differing problems as forecasting sales; selecting a brand name, package, or design; choosing a new plant location; deciding whether to move goods by rail, truck, or other method; and determining the kinds of advertising likely to attract the most business. In investigating these and other matters, they consider expected changes in subjects relevant to marketing policies such as population, income, and consumer credit policies.

Most marketing research starts with the collection of facts from published materials, the firms' own records, and specialists on the subject under investigation. For example, marketing research workers analyzing fluctuations in their company's sales may begin by determining periodic changes in sales volume in several different cities. They may then compare these fluctuations with changes in population, income, the size of the company's sales force, and the amounts the company has spent for advertising in each city, and thus discover the reasons for changes in the volume of sales. Other marketing research workers may study changes in the quantity of company goods on store shelves, or make door-to-door surveys to learn the number of company products already used in households.

Marketing research is often concerned with the opinions and likes and dislikes of customers. For example, to help management decide on the design and price of a new line of television sets, a survey of consumers may determine the price they would be willing to pay and their preferences as to color and size of the set.

Such a survey is usually conducted under the supervision of marketing research workers who specialize in research on consumer goods--that is, merchandise sold to the general public. In designing the survey, the marketing research worker may be assisted by a statistician in selecting a group (or "sample") of people to be interviewed to make sure that their opinions represent those held by most potential customers. He may also consult a "motivational research" specialist who knows how to frame questions that will produce reliable information on what motivates people to buy. Once the investigation is underway, the marketing research worker may supervise the interviewers who call on consumers to obtain answers to the questions. He may also direct the work of the office employees who tabulate and analyze the information collected. His report summarizing the survey findings also may include other information that company officials need in making decisions about marketing of old or new product lines.

Marketing research surveys concerned with products used by business and industrial firms may be conducted somewhat differently from consumer goods surveys. Because research on some industrial products requires

interviewers with a technical knowledge of the product involved, the marketing research worker (or several research workers if it is an extensive survey) often conducts the interviews. In his interviews, he not only seeks opinions about the product--existing or newly developed--but also possible new ways of adapting it to industrial needs. He must, therefore, be a specialist both in marketing research and in the industrial uses of the product involved.

PLACES OF EMPLOYMENT

More than 20,000 marketing research workers were employed full time in 1970. This number included research assistants and others in junior positions as well as research supervisors and directors. Most of these workers were men. In addition, a limited number of other professionals (statisticians, economists, psychologists, and sociologists) and several thousand clerical workers (clerks who code and tabulate survey returns, typists, and others) were employed full time in this field. Thousands of additional workers, many of them women, were employed on a part time or temporary basis as survey interviewers.

Among the principal employers of marketing research workers are manufacturing companies and independent advertising and marketing research organizations which do this kind of work for clients on a contract basis. Marketing research workers are also employed by very large stores, radio and television firms, and newspapers; others work for university research centers, government agencies, and other organizations which provide information for businessmen. Marketing research organizations range in size from one-man enterprises to large firms having a hundred employees or more.

The largest number of marketing research workers is in New York City, where many major advertising and independent marketing research organizations are located, and where many large manufacturers have their central offices. The second largest concentration is in Chicago. However, marketing research workers are employed in many other cities--wherever there are central offices of large manufacturing and sales organizations.

TRAINING, OTHER QUALIFICATIONS, AND ADVANCEMENTS

A bachelor's degree is the usual requirement to become a marketing research trainee. A master's degree in business administration is becoming desirable, expecially for advancement to higher level positions. Many people qualify for marketing research jobs through previous experience in other research or in work related to marketing. University teachers of marketing research or statistics sometimes are sought by employers to head new marketing research departments.

College courses considered valuable as preparation for work in marketing research are marketing, statistics, English composition, speech, psychology, and economics. Candidates for some marketing research positions need specialized training in engineering or other technical subjects of substantial sales experience and a thorough knowledge of the company's products. Knowledge of electronic data processing procedures is becoming important because of the growing use of computers in sales forecasting, distribution, cost analysis, and other aspects of marketing research. Graduate training

may be necessary for some kinds of work--for example, motivational research or sampling and other statistical techniques connected with large-scale surveys.

Trainees in marketing research usually start as research assistants or junior analysts. At first, they are likely to do considerable clerical work, such as copying data from published sources, editing and coding questionnaires, and tabulating survey returns. They also learn how to conduct interviews and how to write reports on survey findings.

As they gain experience, assistants and junior analysts may advance to higher level positions with responsibility for specific marketing research projects, or to supervisory positions. An exceptionally able individual may eventually become marketing research director or vice president for marketing and sales.

Marketing research workers must have exceptional ability to recognize and define problems, and imagination and ingenuity in applying marketing research techniques to their solution. They should be able to adapt to change since they are constantly faced with new and different problems. Above all, their work calls for the ability to analyze information and to write reports which will convince management of the significance of the information.

EMPLOYMENT OUTLOOK

College graduates trained in marketing research and statistics are likely to find favorable job opportunities in this occupation through the 1970's. The growing complexity of marketing research techniques will also expand opportunities for psychologists, economists, and other social scientists. Advanced degrees are becoming increasingly necessary for employment in marketing research, and as a result, job opportunities for holders of Masters and Ph.D. degrees will be excellent.

The demand for marketing research services is expected to increase very rapidly through the 1970's. It is expected that existing marketing research organizations will expand and that new marketing research departments and independent research firms will be set up. Business managers will find it increasingly important to obtain the best information possible for appraising marketing situations and planning marketing policies. Furthermore, as marketing research techniques improve and more statistical data accumulate, company officials are likely to turn more often to marketing research workers for information and advice. In addition to growth needs, many openings will occur each year as persons retire, die, or leave the field for other reasons.

EARNINGS AND WORKING CONDITIONS

Starting salaries for market research trainees averaged about $8,500 a year in 1970, according to the limited data available. Persons having masters degrees in Business Administration and related fields usually started at about $12,000 a year. Those with a technical background received slightly high salaries.

Earnings were substantially higher for experienced marketing research workers who attained positions with considerable responsibility. In 1970, earnings of senior analysts were $15,000 a year. Marketing research directors' average salaries were about $20,000 annually; and vice-presidents in charge of marketing received salaries between $25,000 and $30,000 a year.

Marketing research workers usually work in modern, centrally located offices. Some, especially those employed by independent research firms, do a considerable amount of traveling in connection with their work. Also, they may frequently work under pressure and for long hours to meet deadlines.

SOURCES OF ADDITIONAL INFORMATION

Information about specialized types of marketing research in contained in a report entitled "Marketing Research Procedures, A Small Business Bibliography, Number 9" which may be obtained from:

Small Business Administration
Washington, D.C. 20416

Additional information on marketing research may be obtained from:

American Marketing Association
230 North Michigan Avenue
Chicago, Illinois 60601

MANUFACTURERS' SALESMEN

(D.O.T. 260. through 289.458)

NATURE OF THE WORK

Practically all manufacturers--whether they make electronic computers or can openers--employ salesmen. Manufacturers' salesmen sell mainly to other businesses--factories, railroads, banks, wholesalers and retailers. They also sell to hospitals, schools, and other institutions.

Most manufacturers' salesmen sell nontechnical products. Salesmen in this kind of work must be well informed about their firms' products and also about the special requirements of their customers. When a salesman visits firms in his territory, he uses an approach adapted to his particular line of merchandise. Thus, a salesman of crackers or cookies emphasized the wholesomeness of his products, their attractive packaging, and the variety. Sometimes salesmen promote their products by displays in hotels and conferences with wholesalers and other customers.

A salesman of highly technical products, such as electronic equipment, often is called a sales engineer or an industrial salesman. In addition to having a thorough knowledge of his firm's products, he must be able to help prospective buyers with technical problems. For example, he may spend days or weeks analyzing a firm's manufacturing problems to determine the kinds of equipment and materials best suited to its operation. He then presents his solution to company officials and tries to negotiate the sale. Often, sales engineers work with the research and development departments of their own companies in devising ways to adapt products to a customer's specialized needs. Salesmen of technical products sometimes train their customers' employees in the operation and maintenance of new equipment, and make frequent return visits to be certain that it is given the desired service.

Although manufacturers' salesmen spend most of their time visiting prospective customers, they also do some paperwork including reports on sales prospects in their territories or customers' credit ratings. In addition, they must plan their work schedules, compile lists of prospects, make appointments, conduct some sales correspondence, and study literature relating to their products.

PLACES OF EMPLOYMENT

Over 500,000 manufacturers' salesmen were employed in 1970; about 45,000 were sales engineers. Some manufacturers' salesmen work out of home offices, often located at manufacturing plants. The majority, however, work out of branch offices, usually in big cities new prospective customers.

More salesmen work for companies that produce food products than for any other industry. Other industries that employ large numbers of salesmen include printing and publishing, chemicals, fabricated metal products, and electrical and other machinery. The largest employers of sales engineers produce heavy machinery, transportation equipment, fabricated metal products and professional and scientific instruments. About 10 percent of all manufacturers' salespeople are women, most of whom are employed in industries producing food products.

TRAINING, OTHER QUALIFICATIONS, AND ADVANCEMENT

Although high school graduates can be successful manufacturers' salesmen, college graduates increasingly are preferred as trainees.

Manufacturers of nontechnical products often prefer college graduates who have a degree in liberal arts or business administration. Training at a college of pharmacy usually is required for jobs as drug salesmen. A salesman of complicated equipment needs a technical education. For example, manufacturers of electrical equipment, heavy machinery, and some types of chemicals prefer to hire college trained engineers or chemists. (Information on chemists, engineers, and other professionally trained workers who may be employed as manufacturers' salesmen is presented elsewhere in the Handbook.)

Although many prospective salesmen are hired at the sales office of manufacturing concerns, representatives of manufacturers sometimes recruit college seniors who are well qualified academically and have participated in extra-curricular activities. A pleasing personality and appearance and the ability to meet and get along well with many types of people are important. Since salesmen have to walk or stand for long periods of time or carry product samples, physical stamina is necessary. As in most selling jobs, arithmetic skills are an asset.

Beginning salesmen are given specialized training before they start on the job. Some companies, especially those manufacturing complex technical products, have formal training programs lasting 2 years or longer. In some of these programs, trainees are rotated among jobs in several departments of the plant and office to learn all phases of production, installation, and distribution of the product. Other trainees receive formal class instruction at the plant, followed by intensive on-th-job training in a branch office under the supervision of field sales managers.

Sales representatives who have good sales records and leadership ability may advance to sales supervisors, branch managers, or district managers. Those having managerial skill eventually may advance to sales manager or to other executive positions; many top executive jobs in industry are filled by men who started as salesmen.

Because of frequent contact with businessmen in other firms, salesmen often transfer to better jobs. Some salesmen go into business for themselves as manufacturers' agents selling similar products of several manufacturers. Experienced salesmen often find opportunities in advertising, market research, and other fields related to selling.

EMPLOYMENT OUTLOOK

Employment opportunities for manufacturers' salesmen are expected to be favorable during the 1970's. Several thousand openings will occur annually as employment in this occupation rises and as existing jobs become vacant because of retirements or deaths. Still other vacancies will occur as salesmen leave their jobs to enter other types of employment.

The number of manufacturers' salesmen is expected to rise moderately due to general economic growth and the greater emphasis manufacturers will

be placing on their sales activities. The development of new products and improved marketing techniques probably will heighten competition among the manufacturers. Because of the increase in the volume of business transacted with some customers--modern industrial complexes, chain store organizations, and large institutions of many kinds--competition among the manufacturers supplying these organizations will intensify the need for effective sales organizations. Despite the filling of thousands of sales jobs each year, manufacturers are expected to be selective in hiring. They will look for ambitious young people who are both well trained and temperamentally suited for their jobs. As markets for technical products expand, demand for trained salesmen is likely to be particularly strong.

EARNINGS AND WORKING CONDITIONS

According to limited data, starting salaries for beginning salesmen averaged about $8,500 a year in 1970. By including commissions and bonuses most salesmen earned more than this amount annually. The highest starting salaries generally were paid by manufacturers of electrical and electronic equipment, construction materials, hardware and tools, and scientific and precision instruments.

Some manufacturing concerns pay experienced salesmen a straight commission, based on their dollar amount of sales; others pay a fixed salary. The majority, however, use a combination plan: salary and commission, salary and bonus, or salary-commission and bonus. Commissions vary according to the salesman's efforts and ability, the commission rate, location of his sales territory, and the type of product sold. Bonus payments may be contingent upon the individual salesman's performance, that of all salesmen in his group or district, or upon the company's sales performance. Some firms pay annual bonuses; others offer them as incentive payments on a quarterly or monthly basis. In 1970, many experienced salesmen earned between $16,000 and $32,000 annually; some earned considerably more.

Some manufacturers' salesmen have large territories and do considerable traveling. Others usually work in the neighborhood of their "home base." For example, a salesman of heavy industrial equipment may be assigned a territory covering several states and often may be away from home for days or weeks at a time. On the other hand, a salesman of food products may work in a small area and commute from home.

When on business trips, salesmen are reimbursed for expenses such as transportation and hotels. Some companies provide a car or pay a mileage allowance to salesmen who use their own cars.

Salesmen call at the time most convenient to customers and may have to travel at night or on weekends. Frequently, they spend evenings writing reports and planning itineraries. However, some salesmen plan their schedules for time off when they want it. Most salesmen who are not paid a straight commission receive 2 to 4 weeks' paid vacation, depending on their length of service. They usually share in company benefits, including life insurance, pensions, and hospital, surgical, and medical benefits.

SOURCES OF ADDITIONAL INFORMATION

For more information on the occupation of manufacturers' salesman, write to:

Sales and Marketing Executives International
Student Education Division
630 Third Avenue
New York, N.Y. 10017